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ABSTRACT

This is the fifth volume in an annual series reporting on the Rochester City School District's Data Base, originated in 1981-82. The recent edition of the Data Base is meant to serve two purposes: (1) to present a core of relevant information about the District, including information on enrollment, achievement and attendance; and (2) to provide an open forum in which items of interest to the District may be reported and explored. This volume is transitional in that it is not fully converted to the new concept of the Data Base. It is an update of the 1983-84 edition, the last full scope volume. This edition provides systematic information which can be used in District Assessment with regard to planning for change and improvement. The information is presented in the following categories: Financial Analysis, City and District Demography (ethnic distribution, enrollment trends, age distribution, handicapped and special needs), Achievement (test scores, time on task), Attainment (graduation, scholarships, placement, test scores), Attendance, Student Mobility, Suspension (short-term, long-term, by grade, reasons), Student Loss, Special Education (comparative enrollment, referrals, categories, conditions), and Alternative Programs. New and revised tables and figures are used to analyze and demonstrate the data in each section. (JAZ)

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DATA BASE 1985-86

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FINANCIAL ANALYSIS

CITY AND DISTRICT DEMOGRAPHY

ACHIEVEMENT

ATTAINMENT

ATTENDANCE

STUDENT MOBILITY

SUSPENSION

STUDENT LOSS

SPECIAL EDUCATION

ALTERNATIVE PROGRAMS

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CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

TM 860 285

DATA BASE, VOL. V
1985-86

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IN COORDINATION WITH THE OFFICE OF RESOURCE ALLOCATION AND PLANNING

JANUARY 1986

INTRODUCTION

The Rochester City School District's Data Base is an annual publication. The 1985-86 edition represents the fifth volume in this series.

The Data Base originated in 1981-82 as part of the District's Three-Year Plan, and provided information which supported the need for a number of improvement projects developed and implemented under the leadership of Dr. Laval S. Wilson. As those projects were carried out, subsequent editions of the Data Base monitored their progress. This school year, Acting Superintendent of Schools Peter McWalters established a more comprehensive rationale for the Data Base. This edition is meant to serve two basic and essential purposes: first, to present a core of relevant information about the District, including information on enrollment, achievement and attendance; second, to provide an open forum in which items of interest to the District may be reported and explored. These items may be new initiatives (i.e., areas in need of attention), or problems with established responses that are being monitored.

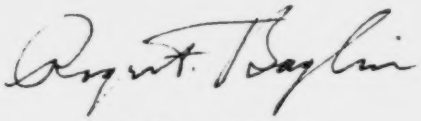
This volume is transitional in that it is not fully converted to the new concept of the Data Base. It is to a large extent an update of the 1983-84 edition, the last full scope volume. (The 1984-85 edition was limited in scope and size.) Because of the amount of planning involved and changes in District leadership this year, staff in the two collaborating departments (Resource Allocation and Planning, and Student Data, Testing, and Records) agreed that the new format of the document should be implemented with preparation of the next edition for the 1986-87 school year. Despite the transitional nature of the current volume, a few items of information have been added and are outlined in the List of New or Revised Figures and Tables.

This volume maintains one of the Data Base's primary purposes, i.e., to provide systematic and reliable information which may be used in District assessment, with an eye to planning for change and improvement. To this end, every effort has been made to insure that all information is developed with as much rigor as possible without sacrificing relevance. Rigor implies that all sources of data are scrutinized as thoroughly as possible for accuracy and are documented appropriately, and that the rationale for inclusion and presentation of all information is sound. Relevance implies both that the information is readily understandable (not overly technical or laden with jargon), and that it is timely and of immediate importance to the District. Both of these purposes are served by the presentation of District information in a comparative framework (for example, comparison with other cities, the state or the nation) or in a historical framework (for example, by showing previous years' data or trends). The Data Base is not meant to be either a public relations document or an indictment of District problems. Consequently, efforts have been made to present a balanced view of the positive and negative aspects of the District's vital statistics.

The Data Base reaches a wide audience including the Board of Education, District administrators in Central Office and in the schools, teachers, parent and citizen advisory boards, and members of the press. The document is made

available to the general public through dissemination to community groups and to public libraries. The sources of information for the Data Base, like its audience, are extensive, including many reports, summaries and computer files from both inside and outside the District.

Much of the original format of the Data Base was developed by Dr. James A. Farrell, former Director of Planning, with the assistance of various staff members too numerous to mention. The Board of Education and the Superintendent's Office have been supportive in providing resources for the production of the Data Base. The Department of Student Data, Testing, and Records has been instrumental under the leadership of David Hunt in providing personal, technical and financial resources essential to this undertaking. The Division of Instruction, several departments (Resource Allocation and Planning, Data Processing, Special Instructional Services, and Student Equity and Placement), and the Administrative Support Center should also be especially cited for their collaboration. The list of cooperating departments is expected to be even longer with the next edition, which is to encompass several new areas such as personnel, business and finance, and concerns of school-based personnel. Key contributors to the production of the Data Base are listed by name on the title page; however, the line distinguishing between them and the scores of others who have assisted with this project is a thin one and somewhat arbitrary. Thanks are expressed to all who have contributed.



ROGER F. BAGLIN
Project Manager
January 22, 1986

LIST OF NEW OR REVISED FIGURES AND TABLES

Figure 85-B-16	Comparison of numbers and percentages of single parent families in the City and County outside the City in 1970 and 1980.
Figure 85-C-10	Comparison of Reading and Mathematics achievement levels of students showing a pattern of stability in school district attended, with those showing a pattern of mobility.
Figure 85-C-11	Expansion of the Reading time-on-task analysis to include grades 1 through 6 as well as 7 through 12.
Figure 85-C-12	Addition of a Mathematics time-on-task analysis (grades 1-8) to complement the Reading analysis in Figure 85-C-11.
Figure 85-D-1	Revision of data source of figure: from class size reports submitted by schools to central computer file records at end of first marking period.
Figure 85-D-6	Recast of analysis into districtwide format.
Figure 85-D-11	Addition of analysis of American College Testing Program (ACT) scores to complement analyses of Scholastic Aptitude Test (SAT) scores in Figures 85-C-7 through 85-C-10.

Financial Analysis

SECTION A

FINANCIAL ANALYSIS

No information is being provided in Section A for this edition of the Data Base. In previous years, financial history, status reports, projections, or statements of per pupil costs have been furnished. Neither the 1982-83 nor the 1984-85 edition, however, contained information in this section.

As a minimum, per pupil cost estimates should be included in this section. However, the procedure used to obtain these costs in the 1983-84 edition does not seem suitable for District planning purposes this year. Those figures were formulaic values, obtained by adding the cost of tuition charged for out-of-District students to the District's State Aid allotment per pupil. The tuition figures (based on the "Seneca Falls" formula), although applied consistently throughout the State, are not directly based on actual costs but rather are derived through a series of formulas and assumptions. A set of per pupil cost estimates based on actual expenditures would better suit the District at this time. Since the calculation of such figures is a much more complex and demanding task than use of the tuition-based figures, this analysis is planned for the 1986-87 edition of the Data Base. Benefit/cost analysis information is also planned for inclusion in future editions of the Data Base.

City and District Demography

SECTION B

CITY AND DISTRICT DEMOGRAPHY

This section presents information, some in a historical context, on city population and District enrollment, according to the following outline:

City Population Trends. . . . . .85-B-1 through 85-B-4

District Enrollment Trends. . . . . .85-B-5 through 85-B-8

Specific Group Enrollments. . . . . .85-B-9 through 85-B-13

County Demographic Data . . . . . .85-B-14 through 85-B-16

TABLE 85-B-1

ETHNIC DISTRIBUTION OF CITY POPULATION

This table, derived from United States census data, shows population residing within Rochester's city limits for the years 1960, 1970 and 1980.

Total city population has declined since 1960, and its ethnic distribution has changed. In 1980 there were 76,870 fewer city residents than in 1960. During the same period, white population in the city decreased by 126,281 persons and nonwhite population increased by 49,411.

TABLE 85-B-1

ETHNIC DISTRIBUTION OF CITY POPULATION

		1960	1970	1980
TOTAL		318,611	296,233	241,741
WHITE	NUMBER	294,383	244,118	168,102
	PERCENT	92.4%	82.4%	69.5%
NON-WHITE	NUMBER	24,228	52,115	73,639
	PERCENT	7.6%	17.6%	30.5%

Derived from United States census data.

TABLE 85-B-2

AGE DISTRIBUTION OF CITY POPULATION

This table, based upon United States census data, is a profile of the distribution of Rochester's population by age in the three census years 1960, 1970 and 1980. The data allows analysis of preschool (under 5 years old), "school-age" (ages 5-17), and postsecondary school-age (ages 18 and over) groups.

The preschool-age city population has decreased over the three periods, with the greatest decrease between 1970 and 1980 (a decrease of 9,374 children). The 1980 preschool-age population is the lowest in proportion to the overall city population of the three census years.

Rochester's school-age population, stable from 1960 to 1970, decreased by 16,938 from 1970 to 1980. The 1980 school-age population is the lowest in proportion to the overall city population of the three census years.

In contrast to both preschool and school-age populations, the proportion of city residents aged 18 and older increased from 1970 to 1980, although the total number of residents 18 and older decreased.

TABLE 85-B-2

AGE DISTRIBUTION OF CITY POPULATION

		1960	1970	1980
TOTAL		318,611	296,233	241,741
AGE UNDER 5	NUMBER	32,039	27,765	18,391
	PERCENT	10.1%	9.4%	7.6%
AGE 5-17	NUMBER	62,106	62,943	46,005
	PERCENT	19.5%	21.2%	19.0%
AGE OVER 17	NUMBER	224,466	205,525	177,345
	PERCENT	70.5%	69.4%	73.4%

Derived from United States census data.

TABLE 85-B-3

ETHNIC DISTRIBUTION OF CITY POPULATION
UNDER FIVE YEARS OF AGE

This table provides an analysis of the ethnic distribution of city preschool population for the three census years 1960, 1970 and 1980.

There has been a decrease during this time in the city's white preschool population. Between 1970 and 1980, the number of white city residents under five years old decreased by 50%.

In the same decade, there was a slight increase in the city's nonwhite preschool population (7.8%).

TABLE 85-B-3

ETHNIC DISTRIBUTION OF CITY POPULATION UNDER FIVE YEARS OF AGE

		1960	1970	1980
TOTAL		32,039	27,765	18,391
WHITE	NUMBER	27,400	20,045	10,062
	PERCENT	85.5%	72.2%	54.7%
NON-WHITE	NUMBER	4,639	7,720	8,329
	PERCENT	14.5%	27.8%	45.3%

Derived from United States census data.

TABLE 85-B-4

ETHNIC DISTRIBUTION OF CITY POPULATION AGE 5-17

This table provides an ethnic analysis of the city's school-age population for the census years 1960, 1970 and 1980.

During this twenty year period, there was a 58 per cent reduction in the city's white school-age population. Over the same period, the city's nonwhite school-age population increased by 271 per cent (16,533 persons). In 1980, Rochester's school-age population was comprised of equal proportions of whites and nonwhites.

TABLE 85-B-4

ETHNIC DISTRIBUTION OF CITY POPULATION AGE 5-17

		1960*	1970	1980
TOTAL		62,106	62,943	46,005
WHITE	NUMBER	56,011	46,152	23,377
	PERCENT	90.2%	73.3%	50.8%
NON-WHITE	NUMBER	6,095	16,791	22,628
	PERCENT	9.8%	26.7%	49.2%

Derived from United States census data.

* The 1960 data was kept differently than the 1970 and 1980 data. By-race values were for age ranges 5-14 and 15-19 in 1960. The 15-19 data was also available by individual ages with all races combined. Tabled values reflect extrapolations from both these sets of data.

TABLE 85-B-5

DISTRICT ENROLLMENT
AND ETHNIC DISTRIBUTION
1976 THROUGH 1985

This table shows District enrollment from October 1976 through October 1985, with the percentage of change in enrollment computed from October 1975. During this period, enrollment declined a total of 24.6 percent. From October 1984 to October 1985, the decline was 1.5 percent.

The table also provides an analysis of Caucasian, Black, and Hispanic enrollments in City Schools from October 1976 through October 1985.

The number of Caucasian students enrolled in City Schools decreased from 19,331 to 10,591 during this period. In October 1985, whites represented 32.7 percent of District enrollment.

While the number of Black students decreased from 18,081 to 16,938 during this period, the proportion of District enrollment which Blacks represent increased. In October 1985, Blacks represented 52.4 percent of District enrollment.

The number of Hispanic students enrolled in City Schools has increased from 3,274 to 3,940 since 1976. Their proportion of District enrollment was 12.2 percent in October 1985.

TABLE 85-B-5

DISTRICT ENROLLMENT AND ETHNIC DISTRIBUTION 1976 THROUGH 1985

		1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
DISTRICT ENROLLMENT		40,995	39,253	37,172	35,255	35,284	34,563	34,086	33,206	32,830	32,348
PERCENTAGE CHANGE FROM PREVIOUS YEAR		- 4.4%	- 4.2%	- 5.3%	- 5.2%	+ 0.1%	- 2.0%	- 1.4%	- 2.6%	- 1.1%	-1.5%
PERCENTAGE CHANGE FROM 1975 (N = 42,901)		- 4.4%	- 8.5%	-13.4%	-17.8%	-17.8%	-19.4%	-20.5%	-22.6%	-23.5%	-24.6%
CAUCASIAN	NUMBER	19,331	17,649	16,184	14,828	14,373	13,425	12,625	11,846	11,310	10,591
	PERCENT	47.2%	45.0%	43.5%	42.1%	40.7%	38.8%	37.0%	35.7%	34.5%	32.7%
BLACK	NUMBER	18,081	17,940	17,353	16,759	17,078	16,964	17,005	16,862	16,870	16,938
	PERCENT	44.1%	45.7%	46.7%	47.5%	48.4%	49.1%	49.9%	50.8%	51.4%	52.4%
SPANISH SURNAME	NUMBER	3,274	3,324	3,269	3,226	3,263	3,425	3,599	3,661	3,777	3,940
	PERCENT	8.0%	8.0%	8.8%	9.2%	9.2%	9.9%	10.6%	11.0%	11.5%	12.2%
OTHER	NUMBER	309	340	366	442	570	749	857	837	873	879
	PERCENT	0.8%	0.9%	1.0%	1.3%	1.6%	2.2%	2.5%	2.5%	2.7%	2.7%

Derived from City School District enrollment and ethnic reports: October of school year.

Figures do not include prekindergarten.

Additional analyses of enrollment are found in tables 85-B-6 (minority-nonminority), 85-B-7 and 85-B-8 (graded students in regular schools only), 85-B-11 (grade by ethnic), 85-B-12 (handicapped and alternative programs), 85-B-13 (students with special needs), 85-I-1 (handicapped students), and 85-J-1 (alternative program students).

TABLE 85-B-6

DISTRICT ENROLLMENT AND
MINORITY-NONMINORITY DISTRIBUTION
1972 THROUGH 1985

This table provides an analysis of District enrollment and District minority and nonminority proportions for 14 school years (October 1972 through October 1985).

During this period, District enrollment decreased from 43,586 to 32,348 -- a total of 11,238 students (25.8%). Enrollment of nonminorities (whites) decreased from 24,585 to 10,591 -- a total of 13,994 (56.9%). Over the same period, minority enrollment increased from 19,001 to 21,757 -- a total of 2,756 students (14.5%). The number of nonminority students has decreased steadily since 1972. In 1975, minorities first comprised more than 50 percent of the District population and also reached their highest enrollment before 1985. In October 1985, minority students constituted 67.3 percent (or better than two-thirds) of District enrollment.

TABLE 85-B-6

DISTRICT ENROLLMENT AND MINORITY-NONMINORITY DISTRIBUTION 1972 THROUGH 1985

	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
DISTRICT ENROLLMENT	43,586	42,547	42,370	42,901	40,995	39,253	37,173	35,255	35,284	34,563	34,086	33,206	32,830	32,348
NONMINORITY ENROLLMENT	24,585	22,747	21,793	21,195	19,331	17,649	16,185	14,828	14,373	13,425	12,625	11,846	11,310	10,591
MINORITY ENROLLMENT	19,001	19,800	20,577	21,706	21,664	21,604	20,988	20,427	20,911	21,138	21,461	21,360	21,520	21,757
PERCENT MINORITY	43.6%	46.5%	48.6%	50.6%	52.8%	55.0%	56.5%	57.9%	59.3%	61.2%	63.0%	64.3%	65.5%	67.3%

Derived from City School District enrollment and ethnic reports: October of school year.

Figures do not include prekindergarten.

TABLE 85-B-7

DISTRICT ENROLLMENT
GRADED STUDENTS - REGULAR SCHOOLS
K-12 BY GRADE
1975 THROUGH 1985

This table provides an analysis of District enrollment by grade from October 1975 through October 1985.

The table allows comparison of enrollment by grade during these years for the District's graded K-12 organization in regular (not alternative) schools. For example, the District's kindergarten enrollment was 3,836 in October 1975, 3,285 in October 1976, 2,692 in October 1977, and so on (upward diagonal analysis).

The table also allows analysis of the District's K-12 enrollment by grade for a single year (vertical analysis).

Finally, the table allows examination of the District's holding power from grade to grade over the ten year period (horizontal analysis).

All grade enrollments have decreased from October 1975 to October 1985. From October 1983 to October 1985, however, kindergarten enrollment increased by 205 students. During the same two year period, enrollment increased at grades 1, 4, 10 and 11.

TABLE 85-B-7

DISTRICT ENROLLMENT
GRADED STUDENTS-REGULAR SCHOOLS
K-12 BY GRADE
1975 THROUGH 1985

OCT. 75	OCT. 76	OCT. 77	OCT. 78	OCT. 79	OCT. 80	OCT. 81	OCT. 82	OCT. 83	OCT. 84	OCT. 85
K 3836	K 3285	K 2692	K 2526	K 2406	K 2431	K 2429	K 2478	K 2286	K 2387	K 2491
1 3784	1 3576	1 3180	1 2577	1 2512	1 2505	1 2857	1 2893	1 3043	1 2921	1 3084
2 3514	2 3427	2 2920	2 2458	2 2424	2 2419	2 2630	2 2432	2 2486	2 2327	
3 3767	3 3417	3 3456	3 2761	3 2645	3 2952	3 2472	3 2265	3 2419	3 2259	3 2276
4 3015	4 3202	4 2900	4 2674	4 2772	4 2860	4 2558	4 2279	4 2105	4 2307	4 2199
5 3167	5 2928	5 3012	5 2896	5 2688	5 2480	5 2554	5 2428	5 2206	5 2052	5 2201
6 3209	6 3080	6 2848	6 2688	6 2526	6 2467	6 2689	6 2503	6 2247	6 2086	6 1952
7 3217	7 3198	7 2947	7 2773	7 2688	7 2556	7 2647	7 2718	7 2499	7 2314	7 2117
8 2990	8 2988	8 2997	8 2839	8 2526	8 2724	8 2486	8 2424	8 2234	8 2048	
9 3290	9 3086	9 3022	9 3008	9 2391	9 2385	9 2791	9 2748	9 2574		
10 2747	10 2664	10 2539	10 2476	10 2391	10 2260	10 2298	10 2288			
11 2114	11 1989	11 2029	11 1864	11 1797	11 1976	11 1910	11 1924			
12 1905	12 1795	12 1654	12 1714	12 1574	12 1444	12 1499	12 1418	12 1466	12 1396	12 1284

SOURCES OF DATA

- 1975 through 1980: Hand counts from BEDS forms (all graded students at regular schools, not alternative programs).
- 1981 through 1985: District Enrollment Report (graded students, excluding alternative programs).
- 1983 through 1985: Same as 1981 and 1982, except Resource students are now graded and included.

Figures do not include alternative program or nongraded (NG) students. Most Special Education students, except Resource from 1982-83 on, are NG.

TABLE 85-B-8

DISTRICT ENROLLMENT AND
YEARLY PERCENTAGES OF CHANGE
GRADED STUDENTS IN REGULAR SCHOOLS ONLY
1977 THROUGH 1985

This table provides a summary of elementary graded (K-6), secondary graded (7-12), and total District graded (K-12) enrollment in regular (not alternative) schools from October 1977 to October 1985. It also indicates change in enrollment from year to year. This change is expressed for each year as a percentage of the previous year's enrollment. Finally, it shows the change each year from the base year 1975, expressed as a cumulative percentage.

Both these elementary and secondary school enrollments have decreased consistently during this period, with the exception of a small secondary enrollment increase in October 1982 and a small elementary increase in 1985. In general, the rate of enrollment decline has moderated at both levels since October 1980, although the rate of decline increased at secondary in 1985.

TABLE 85-B-8

DISTRICT ENROLLMENT AND YEARLY PERCENTAGES OF CHANGE GRADED STUDENTS IN REGULAR SCHOOLS ONLY 1977 THROUGH 1985

		1977	1978	1979	1980	1981	1982	1983	1984	1985
ELEMENTARY (K-6)	ENROLLMENT	21,406	19,829	18,945	18,453	17,978	17,476	16,738	16,498	16,530
	PERCENTAGE CHANGE FROM PREVIOUS YEAR	- 6.6%	- 7.4%	- 4.5%	- 2.6%	- 2.6%	- 2.8%	- 4.2%	- 1.4%	+ 0.2%
	PERCENTAGE CHANGE FROM 1975 (N = 24,292)	-11.9%	-18.7%	-22.0%	-24.0%	-26.0%	-28.1%	-31.1%	-32.1%	-32.0%
SECONDARY (7-12)	ENROLLMENT	15,188	14,523	13,815	13,565	13,546	13,611	13,179	12,820	12,235
	PERCENTAGE CHANGE FROM PREVIOUS YEAR	- 3.4%	- 4.4%	- 4.9%	- 1.9%	- 0.2%	+ 0.5%	- 3.2%	- 2.7%	-4.6%
	PERCENTAGE CHANGE FROM 1975 (N = 16,263)	- 6.6%	-10.7%	-15.1%	-16.6%	-16.7%	-16.3%	-19.0%	-21.2%	-24.8%
TOTAL (K-12)	ENROLLMENT	36,594	34,352	32,760	32,018	31,524	31,087	29,917	29,318	28,765
	PERCENTAGE CHANGE FROM PREVIOUS YEAR	- 5.3%	- 6.2%	- 4.7%	- 2.3%	- 1.6%	- 1.4%	- 3.8%	- 2.0%	-1.9%
	PERCENTAGE CHANGE FROM 1975 (N = 40,555)	- 9.8%	-15.3%	-19.2%	-21.1%	-22.3%	-23.3%	-26.2%	-27.7%	-29.1%

Sources of Data: Same as 85-B-7.

Figures do not include alternative program or nongraded (NG) students.
Most Special Education students, except Resource from 1982-83 on, are NG.

TABLE 85-B-9

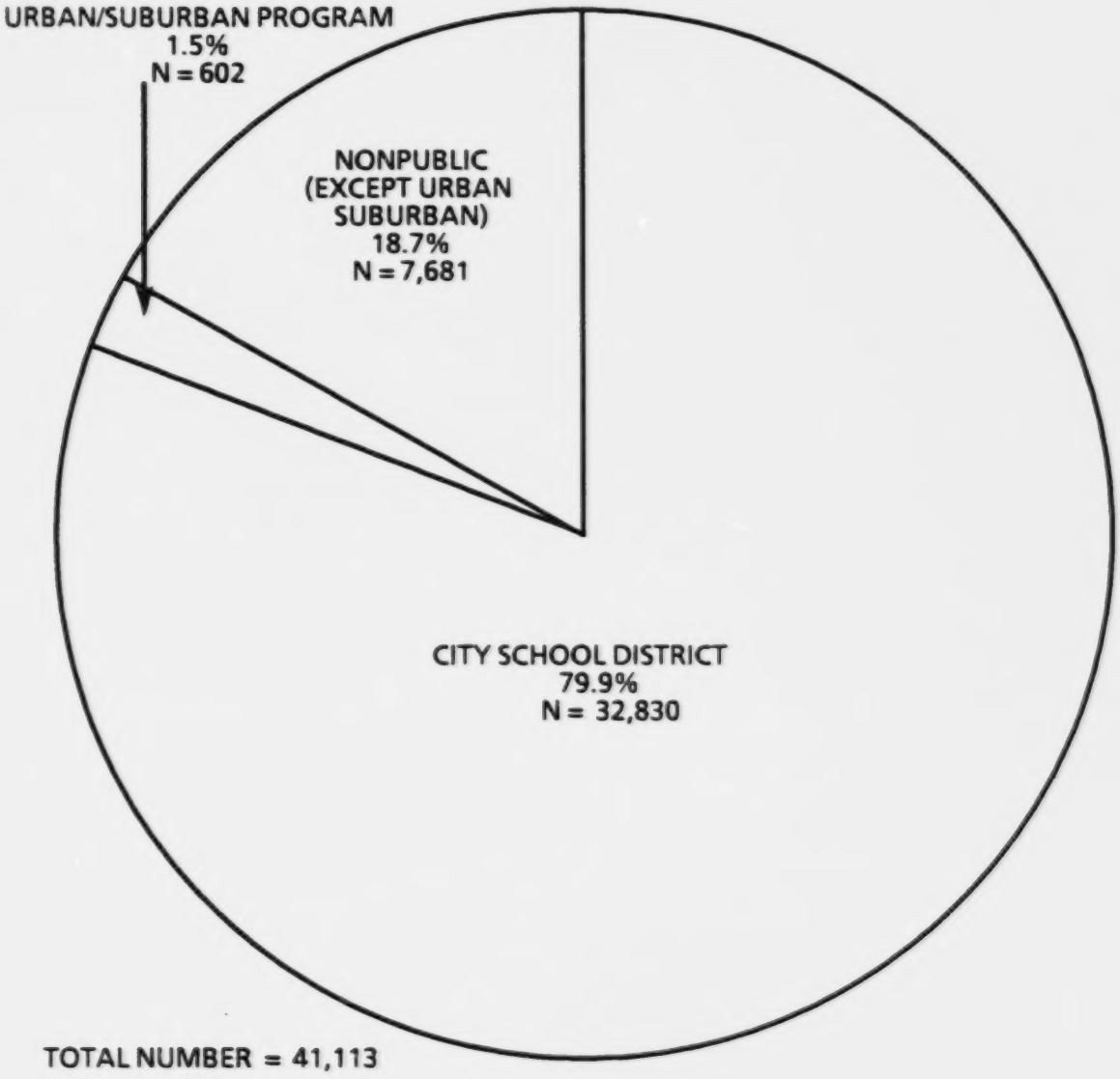
CITY RESIDENT STUDENTS
ENROLLMENT LOCATION
1984-85

This table provides an analysis of city resident enrollment in parochial and private schools (K-12 and nongraded) during the 1984-85 school year.

Of the total number (41,113), 79.9 percent or 32,830 students were enrolled in city public schools. The remaining 8,283 city residents were enrolled in parochial and private schools during this period. This is equivalent to 25.2 percent of the District's enrollment, and to 20.1 percent (one in every five) of city resident children in any school. Of the group attending parochial and private schools (8,283), 602 were in the Urban/Suburban Program.

TABLE 85-B-9

CITY RESIDENT STUDENTS
ENROLLMENT LOCATION
1984-85



Source of data: Private and Parochial School Census, City School District (Department of Student Data, Testing, and Records).

TABLE 85-B-10

CITY RESIDENT STUDENTS
ENROLLED IN NONPUBLIC SCHOOLS
1981-82 THROUGH 1984-85

This table provides further analysis of city resident enrollment in parochial and private schools (K-12 and nongraded) during the school years 1981-82 through 1984-85.

A total of 8,660 city residents were enrolled in parochial and private schools in 1981-82. This is equivalent to 25.1 percent of the District's enrollment. In 1984-85, this number declined to 8,283, but the percentage (25.2) remained constant because District enrollment also declined.

Percentages of District enrollment in nonpublic schools increased at kindergarten and at grades 2, 3 and 8, and declined at grades 10 through 12 from 1981-82 to 1984-85.

TABLE 85-B-10

CITY RESIDENT STUDENTS ENROLLED IN NONPUBLIC SCHOOLS 1981-82 THROUGH 1984-85

GRADE	NUMBER				PERCENT OF RSCD OCTOBER GRADE ENROLLMENT			
	1981-82	1982-83	1983-84	1984-85	1981-82	1982-83	1983-84	1984-85
K	723	843	820	892	29.8	34.0	35.9	37.3
1	759	822	877	808	26.6	28.4	28.8	27.6
2	667	778	749	802	27.6	29.6	30.8	32.3
3	640	673	720	678	25.9	29.7	31.0	30.0
4	668	677	634	642	26.1	29.7	30.1	27.8
5	722	672	614	572	28.3	27.7	27.8	27.9
6	750	716	616	579	27.9	28.6	27.4	27.7
7	770	802	758	635	29.1	29.5	30.3	27.0
8	629	713	754	680	25.5	28.7	31.1	29.7
9	510	360	493	490	18.3	12.9	17.7	17.1
10	566	442	445	482	25.0	19.2	20.4	20.5
11	547	497	411	425	29.1	26.0	22.5	22.5
12	513	489	442	393	34.2	34.5	30.2	27.7
NG	156	193	190	141	6.4	7.6	6.6	6.5
MISC.	40	36	27	64				
TOTAL	8,660	8,713	8,550	8,283	25.1	25.6	25.7	25.2

Includes those in Urban/Suburban Program (N = 964 in 1981-82, 819 in 1982-83, NA in 1983-84, 602 in 1984-85).

Source of data: Private and Parochial School Census, City School District (Department of Student Data, Testing, and Records).

TABLE 85-B-11

ENROLLMENT BY GRADE BY ETHNIC
OCTOBER 1985

This table provides an analysis of District enrollment by grade and ethnic category. Grades K through 12 are shown, as well as the nongraded (NG) category, which is comprised primarily of Special Education students. The District's major ethnic groups (Caucasian, Black, and Spanish Surname) are shown separately, along with minority/nonminority numbers and percentages. ("Nonminority" includes only Caucasian students.)

Ethnicity is shown for all but 60 District students (99.8%). Of these, 67.3 percent are minority. The minority percentages of individual grades range from a low of 61.7 percent at grade 12 to a high of 70.8 percent for nongraded students. Minority percentages are relatively consistent at grades 1 through 9, and lower at kindergarten and grades 10-12.

The minority percentage drops by approximately 1½ points after grade 9, and by approximately 2 points after grades 10 and 11. These decreases are attributable to declines in minority enrollment (both numbers and percentages) which are greater than the declines in nonminority enrollment from grade to grade in senior high.

TABLE 85-B-11

ENROLLMENT BY GRADE BY ETHNIC
OCTOBER 1985

GRADE	ETHNIC								
	NUMBER*							PERCENT	
	CAUCA-SIAN	BLACK	SPANISH SURNM.	OTHER	TOTAL	NON-MINOR.	MINOR-ITY	NON-MINOR.	MINOR-ITY
K	884	1,194	339	74	2,491	884	1,602	35.5	64.4
1	1,014	1,605	387	79	3,085	1,014	2,069	32.9	67.1
2	712	1,226	326	63	2,327	712	1,614	30.6	69.4
3	736	1,184	294	63	2,277	736	1,541	32.3	67.7
4	696	1,157	288	58	2,199	696	1,502	31.7	68.3
5	707	1,171	264	61	2,203	707	1,496	32.1	67.9
6	640	1,015	238	61	1,954	640	1,314	32.8	67.2
7	677	1,138	271	54	2,140	677	1,458	31.7	68.3
8	653	1,133	256	87	2,129	653	1,471	30.7	69.3
9	911	1,444	352	75	2,782	911	1,861	32.9	67.1
10	835	1,288	231	89	2,443	835	1,601	34.3	65.7
11	713	995	213	58	1,979	713	1,259	36.2	63.8
12	504	640	136	40	1,320	504	812	38.3	61.7
NG	880	1,725	341	73	3,019	880	2,126	29.2	70.8
TOTAL	10,562	16,915	3,936	935	32,348	10,562	21,726	32.7	67.3

Students with no ethnic information (N = 60) are counted in the "Other" category and the "Total," but are not figured into the "Nonminority" and "Minority" categories.

*Small discrepancies between these grade counts and the offical District counts are attributable to file variations which have been hand-corrected for the offical counts. Only 26 records were involved.

TABLE 85-B-12

NUMBERS AND PERCENTAGES OF ENROLLMENT
IN HANDICAPPED CATEGORY AND ALTERNATIVE PROGRAMS
1985-86

This table shows the numbers and percentages of students enrolled in District Handicapped (Special Education) Programs, Alternative Programs, and in these two categories combined. The Alternative Program numbers are based on actual October 1985 enrollment, and the Handicapped Program figures are based on projections for December 1, 1985. Handicapped figures exclude the three categories of placement in which the District does not control and/or does not pay for the students' educational program. The combined figures are an unduplicated count; that is, students who are in both Special Education and an Alternative Program are counted only once.

It is projected that there will be 5,010 handicapped students (15.5% of total enrollment) in the District on December 1, 1985. October 1985 enrollment in Alternative Programs was 722 students (2.2% of total enrollment). The combination of these categories includes 5,577 students (17.2% of total enrollment), which is also largely a projected value.

TABLE 85-B-12

NUMBERS AND PERCENTAGES OF ENROLLMENT IN HANDICAPPED CATEGORY AND ALTERNATIVE PROGRAMS 1985-86

DISTRICT ENROLLMENT	32,348
HANDICAPPED ENROLLMENT (PROJECTED)[1]	
NUMBER	5,010
PERCENT OF DISTRICT ENROLLMENT	15.5%
ALTERNATIVE PROGRAM ENROLLMENT[2]	
NUMBER	722
PERCENT OF DISTRICT ENROLLMENT	2.2%
HANDICAPPED (PROJECTED)[1] AND ALTERNATIVE ENROLLMENT (UNDUPLICATED)[3]	
NUMBER	5,577
PERCENT OF DISTRICT ENROLLMENT	17.2%

[1] Excludes three categories of placement: (1) Programs Operated by other School Districts (foster care), (2) State Operated and Supported Schools, Chapter 4201 (institutional), and (3) Certain Other Placements (e.g., developmental and psychiatric centers). Numbers are not actual, but based on projections done by the Department of Student Data, Testing, and Records.

[2] Alternative Programs include Center Senior High, Center Junior High, Special Placement Center, World of Work Program, Young Mothers Program, Secondary Home/Hospital Tutoring, Elementary Home/Hospital Tutoring.

[3] Unduplicated count means that students who are both Handicapped and in an Alternative Program are counted only once.

Refer to Table 85-I-6 for a more detailed analysis of Handicapped enrollment in the 1984-85 school year, and to Table 85-J-1 for a more detailed longitudinal analysis of Alternative Program enrollment through 1985-86.

TABLE 85-B-13

ESTIMATED NUMBERS AND PERCENTAGES
OF STUDENTS WITH SPECIAL NEEDS
1982-83 THROUGH 1985-86

This table shows the number of District students with special needs for the school years from 1982-83 through 1985-86. These students are shown in two broad categories: Handicapped, and Pupils with Special Educational Needs (PSEN). The subtotal of these two categories is also shown both in numbers and as a percentage of the District's October enrollment. The subtotal is an unduplicated count, i.e. a student who is classified as both Handicapped and PSEN is counted only once.

The Handicapped category in this table includes District students in three non-District program placements. (See footnote no. 1 at right.) While the Handicapped figures for the first three school years shown are based on actual December 1st counts, the 1985-86 figure is based on projections for December 1, 1985. The PSEN figures are estimates (as decribed in footnote no. 2 at right).

The number of Handicapped students ranged from 4,862 to 5,224 for the four school years shown. The number of PSEN students ranged from 12,762 to 14,870. The unduplicated, combined number of the two categories represented from 50.5 percent to 55.6 percent of total District enrollment during the same period.

TABLE 85-B-13

ESTIMATED NUMBERS AND PERCENTAGES OF STUDENTS WITH SPECIAL NEEDS 1982-83 THROUGH 1985-86

	1982-83	1983-84	1984-85	1985-86
HANDICAPPED[1]	4,893	4,862	5,069	5,224*
PSEN (ESTIMATED)[2]	13,664	14,870	13,171	12,762
SPECIAL NEEDS SUBTOTAL (UNDUPLICATED) (EST'D.)[3]	17,211	18,472	17,093	16,852*
DISTRICT OCTOBER ENROLLMENT	34,086	33,206	32,830	32,348
PERCENTAGE OF ENROLLMENT WITH SPECIAL NEEDS (EST'D.)	50.5%	55.6%	52.1%	52.0%*

[1] Includes three categories of placement not shown in some other tables in this document: foster care; institutional (deaf or blind); and developmental and psychiatric centers. Data through 1984-85 are from annual Pupils with Handicapping Conditions (PHC-1) report sent to the State Education Department. The 1985-86 figures are based on projections done by the Department of Student Data, Testing, and Records.

[2] Estimates were provided by the Division of Instruction. "Pupils with Special Educational Needs" (PSEN) includes students found deficient in one or more of the basic skill areas of reading, writing, and mathematics. Deficiency, and consequent need for remediation, is determined differently at different grades, but basically this determination is related to actual or projected performance on State (PEP, PCT, RCT) or national (Metropolitan) tests.

[3] The "Special Needs" subtotal is less than the sum of the two component categories, since in some cases the same student may fall into both categories, i.e., be Handicapped and PSEN eligible. Such students are counted once only in the subtotal (the unduplication process).

*Note: The 1985-86 Handicapped value and values based on it are projected.

FIGURE 85-B-14

NUMBERS AND PERCENTAGES OF FAMILIES
BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

This figure shows numbers and percentages of families in the City of Rochester and in Monroe County excluding Rochester who were below the poverty level according to the 1970 and 1980 United States censuses. Census data from 1970 is compared to that from 1980 for both segments of the population. Data values are estimated from sample data obtained in the censuses.

At the time of the 1970 census, 8.9 percent of city resident families were below the poverty level. That percentage had risen to 14.5 at the time of the 1980 census. For Monroe County excluding Rochester, the percentage of families below the poverty level changed from 2.3 percent in 1970 to 2.8 percent in 1980. This data indicates a larger increase in the proportion of families below the poverty level in the City of Rochester than elsewhere in Monroe County between 1970 and 1980.

FIGURE 85-B-14

NUMBERS AND PERCENTAGES OF FAMILIES
BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

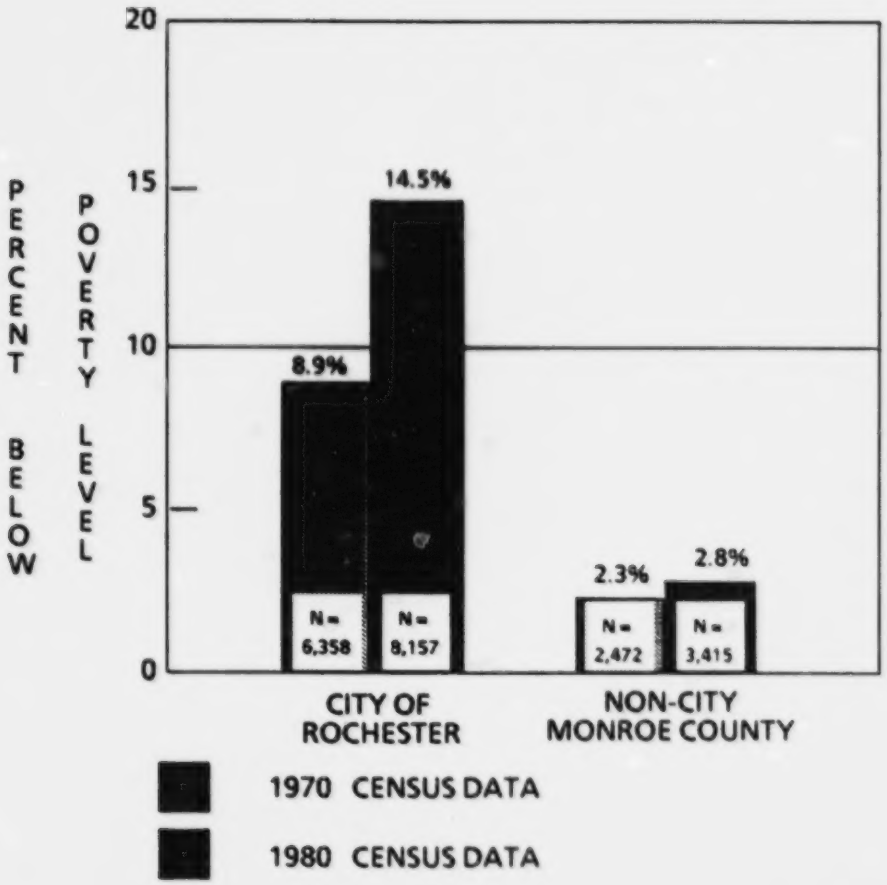


FIGURE 85-B-15

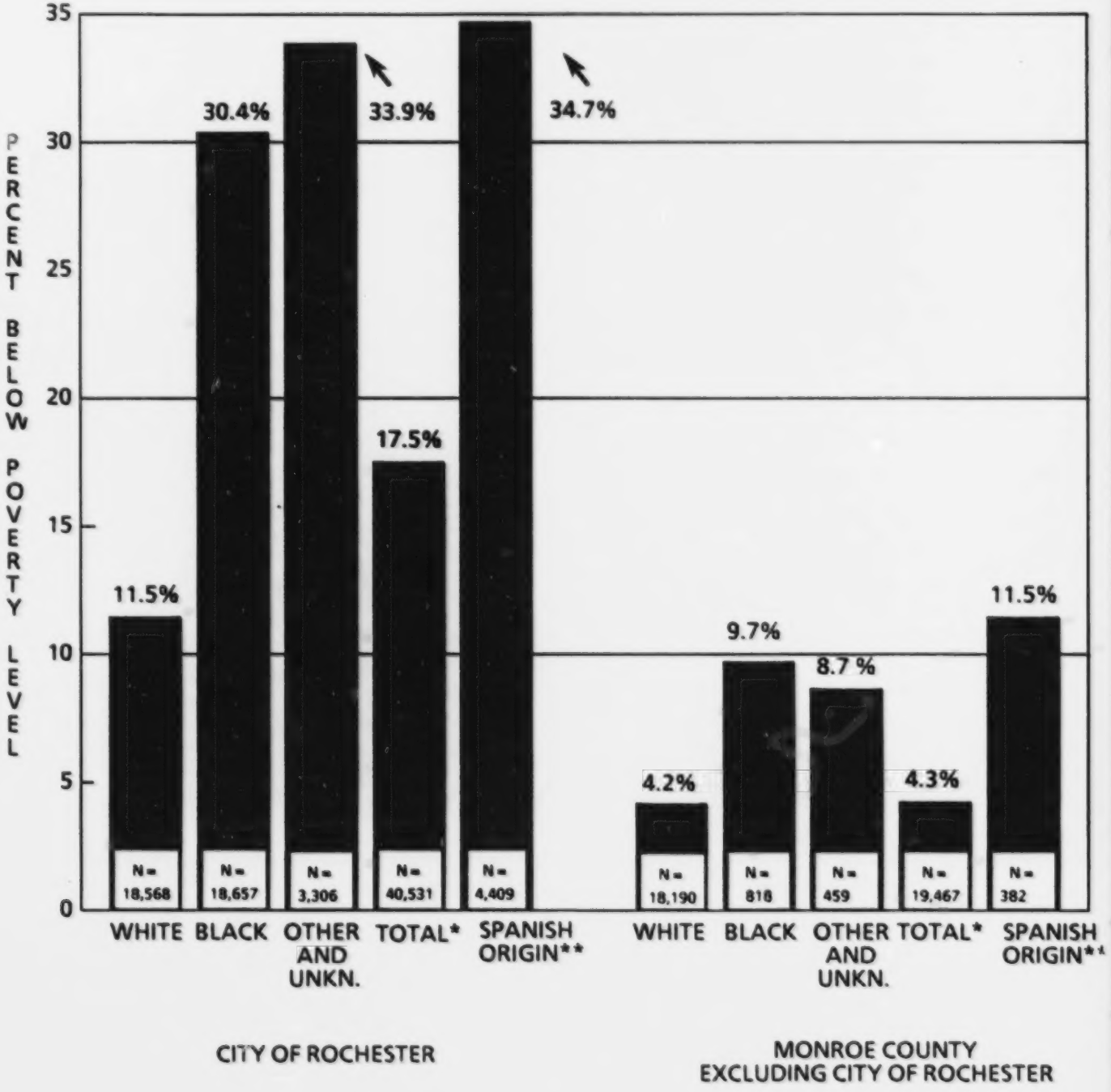
NUMBERS AND PERCENTAGES OF PERSONS
BELOW POVERTY LEVEL
CITY AND NON-CITY MONROE COUNTY
BY ETHNIC GROUP
1980 CENSUS DATA

This figure presents an ethnic analysis of persons below the poverty level according to the 1980 United States census. Persons living in the City of Rochester are compared to those living in Monroe County outside of the city. Percentages for each ethnic group are based upon the total number of persons in that group residing in the city or in Monroe County excluding the city. Spanish origin, which is regarded as an ancestral rather than a racial characteristic, is considered separately and not reflected in the total.

For each ethnic group (White, Black, Spanish Origin, Other/Unknown) and for the total, a higher percentage of city residents than of non-city residents falls below the poverty level. Among city residents, 30.4 percent of Blacks and 34.7 percent of persons of Spanish origin are below the poverty level. Among the total number of persons in Monroe County existing at or below the poverty level, the number of city residents (40,531) exceeds the number of non-city residents (19,467).

FIGURE 85-B-15

NUMBERS AND PERCENTAGES OF PERSONS BELOW POVERTY LEVEL CITY AND NON-CITY MONROE COUNTY BY ETHNIC GROUP 1980 CENSUS DATA



* "Total" includes "White," "Black," and "Other and Unknown," but not "Spanish Origin"; see following note.

** Dulplicated count: Spanish orgin is considered by the census to be an issue of ancestry rather than of race.

FIGURE 85-B-16

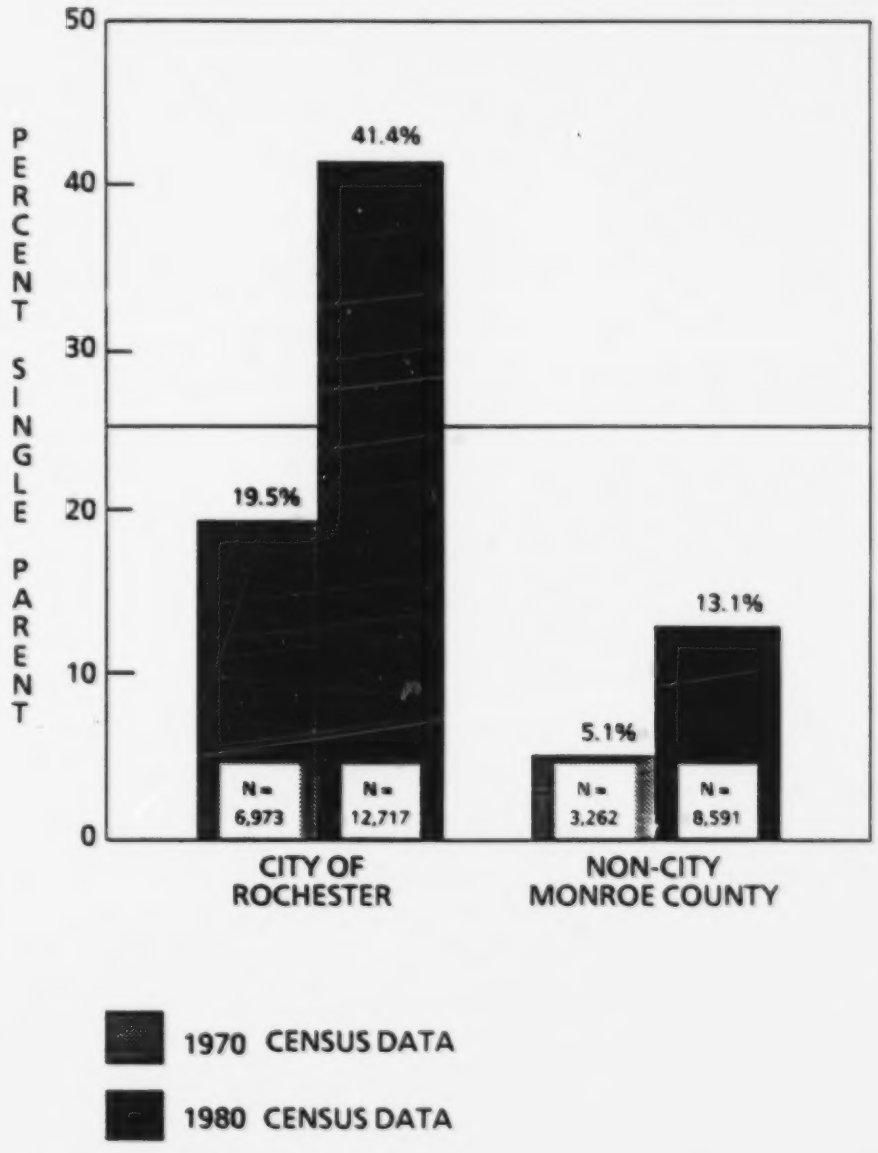
NUMBERS AND PERCENTAGES OF FAMILIES
WITH SINGLE PARENT
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA

This figure shows numbers and percentages of families in the City of Rochester and in Monroe County excluding Rochester who were single parent families according to the 1970 and 1980 United States censuses. Only families with one or more of their own children under age 18 are considered as part of the base. Census data from 1970 is compared to that from 1980 for both segments of the population. Values are estimated from sample data obtained in the censuses.

At the time of the 1970 census, 19.5 percent of city resident families were single parent families. That percentage had risen to 41.4 at the time of the 1980 census. For Monroe County excluding Rochester, the percentage of single parent families changed from 5.1 percent in 1970 to 13.1 percent in 1980. While the proportion of single parent families more than doubled in both the city and the county excluding Rochester during this ten-year period, the proportion in the city was at least three times higher than that in the county excluding Rochester in both 1970 and 1980.

FIGURE 85-B-16

NUMBERS AND PERCENTAGES OF FAMILIES
WITH SINGLE PARENT
CITY AND NON-CITY MONROE COUNTY
1970 VERSUS 1980 CENSUS DATA



Achievement

46

SECTION C

ACHIEVEMENT

This section presents information, sometimes in a historical and/or comparative framework, which describes District students' performance on various measures of academic performance, according to the following outline:

Metropolitan Achievement Tests (Nationally Normed). . . . . .85-C-1 through 85-C-22

New York State Pupil Evaluation Program (PEP) Tests. . . . . .85-C-23 through 85-C-28

New York State Preliminary Competency Tests. . . . . 85-C-29 and 85-C-30

New York State Regents Competency Tests. . . 85-C-31 and 85-C-32

FIGURE 85-C-1

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1975 TO 1985

This figure displays grade K through 6 reading achievement scores for the spring administrations of the Metropolitan Achievement Tests from 1975 through 1985. Scores are grouped by nationally-normed achievement quarters.

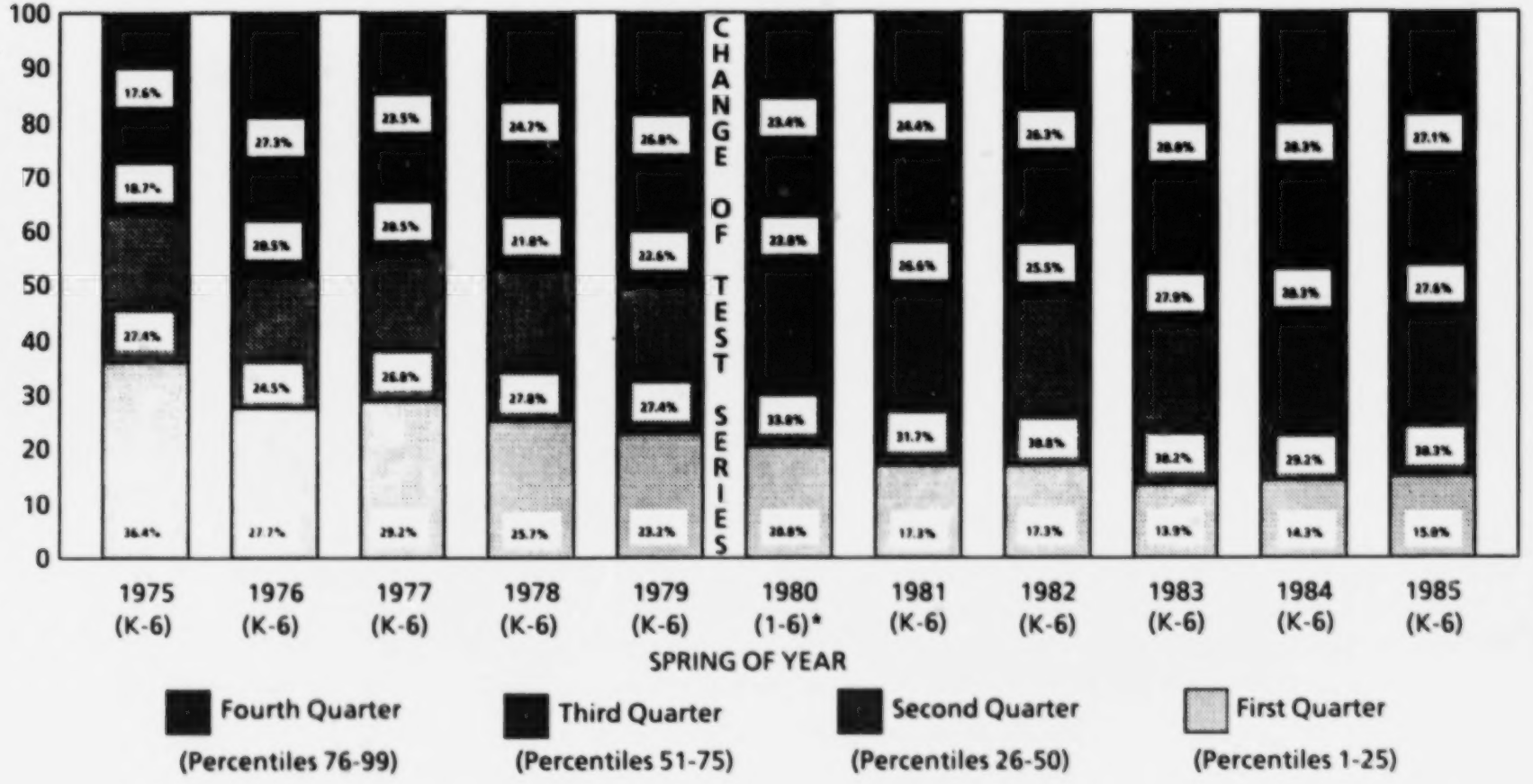
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons of the two tests suggest that, in regard to reading at grades 1 through 6, the earlier test series tends to overstate achievement relative to the later test series.

The overall trend of K-6 reading scores during the years shown is toward higher achievement. The lowest or first quarter group decreased from 36 percent in 1975 to 15 percent in 1985, while the highest or fourth quarter group increased from 18 percent in 1975 to 27 percent in 1985. The proportion of students tested who scored above the 50th percentile increased from 36 percent in 1975 to 55 percent in 1985.

FIGURE 85-C-1

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1975 THROUGH 1985



* No kindergarteners' tests were scored in spring 1980.

Test series changed between the spring 1979 and spring 1980 administrations. In reading at grades 1-6, the earlier test tends to overstate achievement relative to the later test. At the kindertgarten level, the relationship is uncertain. (See description at left.)

FIGURE 85-C-2

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1975 TO 1985

This figure displays grade K through 6 mathematics achievement scores grouped into national norm achievement quarters for the spring administrations of the Metropolitan Achievement Tests from 1975 through 1985. Scores are grouped by nationally-normed achievement quarters.

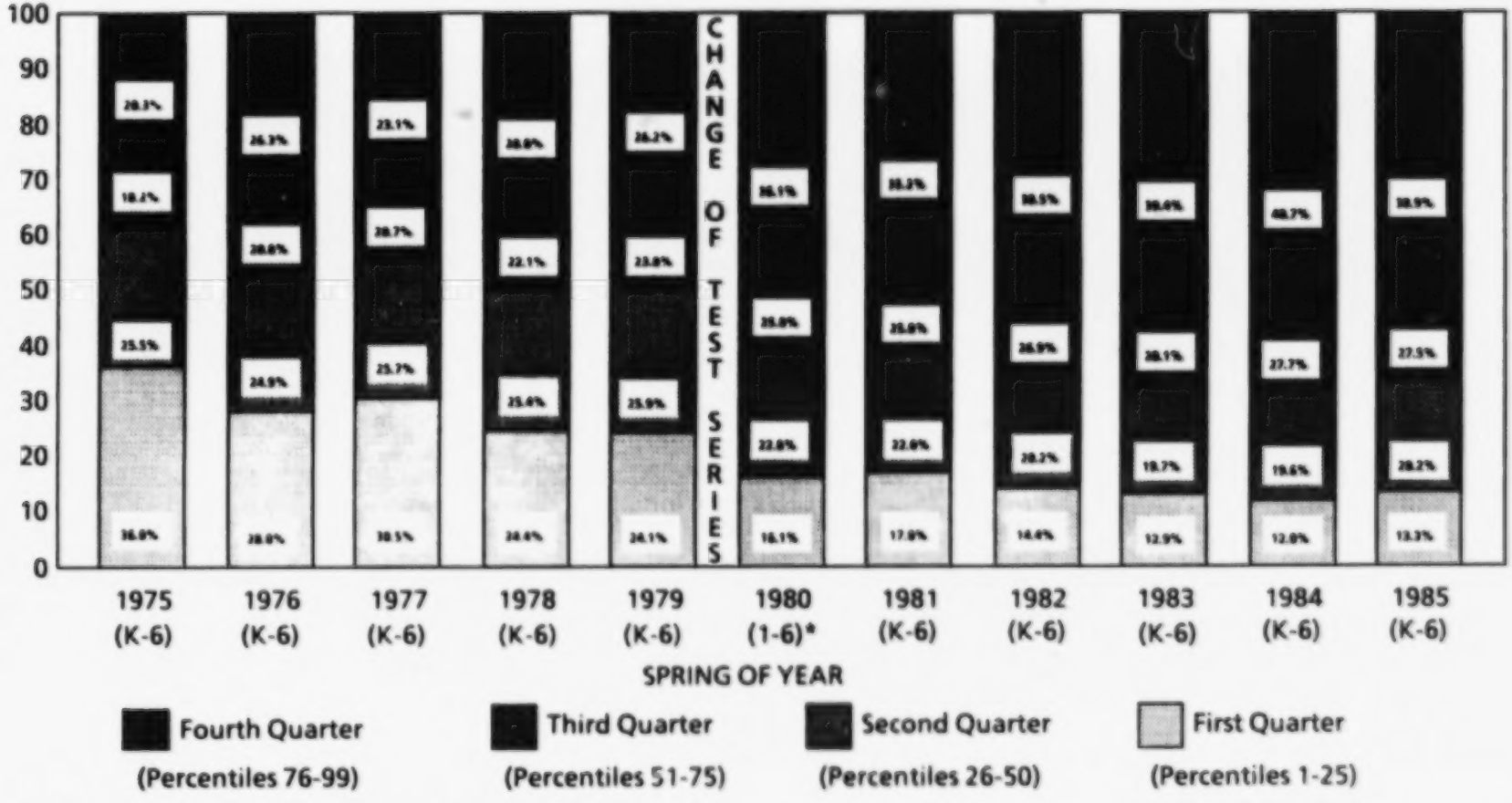
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons of the two tests suggest that, in mathematics at grades 1 through 6, the overall effect of this change of test series is negligible. At kindergarten, the relationship is uncertain.

The overall trend of K-6 mathematics scores during the years shown is toward higher achievement. The lowest or first quarter group decreased from 36 percent in 1975 to 13 percent in 1985, while the highest or fourth quarter group increased from 20 percent in 1975 to 39 percent in 1985. The proportion of students tested who scored above the 50th percentile increased from 38 percent in 1975 to 66 percent in 1985.

FIGURE 85-C-2

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1975 THROUGH 1985



* No kindergarteners' tests were scored in spring 1980.

Test series changed between the spring 1979 and spring 1980 administrations. In mathematics at grades 1-6, the earlier test is approximately equivalent to the later test. At the kindertgarten level, the relationship is uncertain. (See description at left.)

FIGURE 85-C-3

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1975 TO 1985

This figure displays grade 7 through 12 reading achievement scores grouped into national norm achievement quarters for spring test administrations from 1975 through 1985, with the exception of 1979 when the scores are for grades 7 and 8 only.

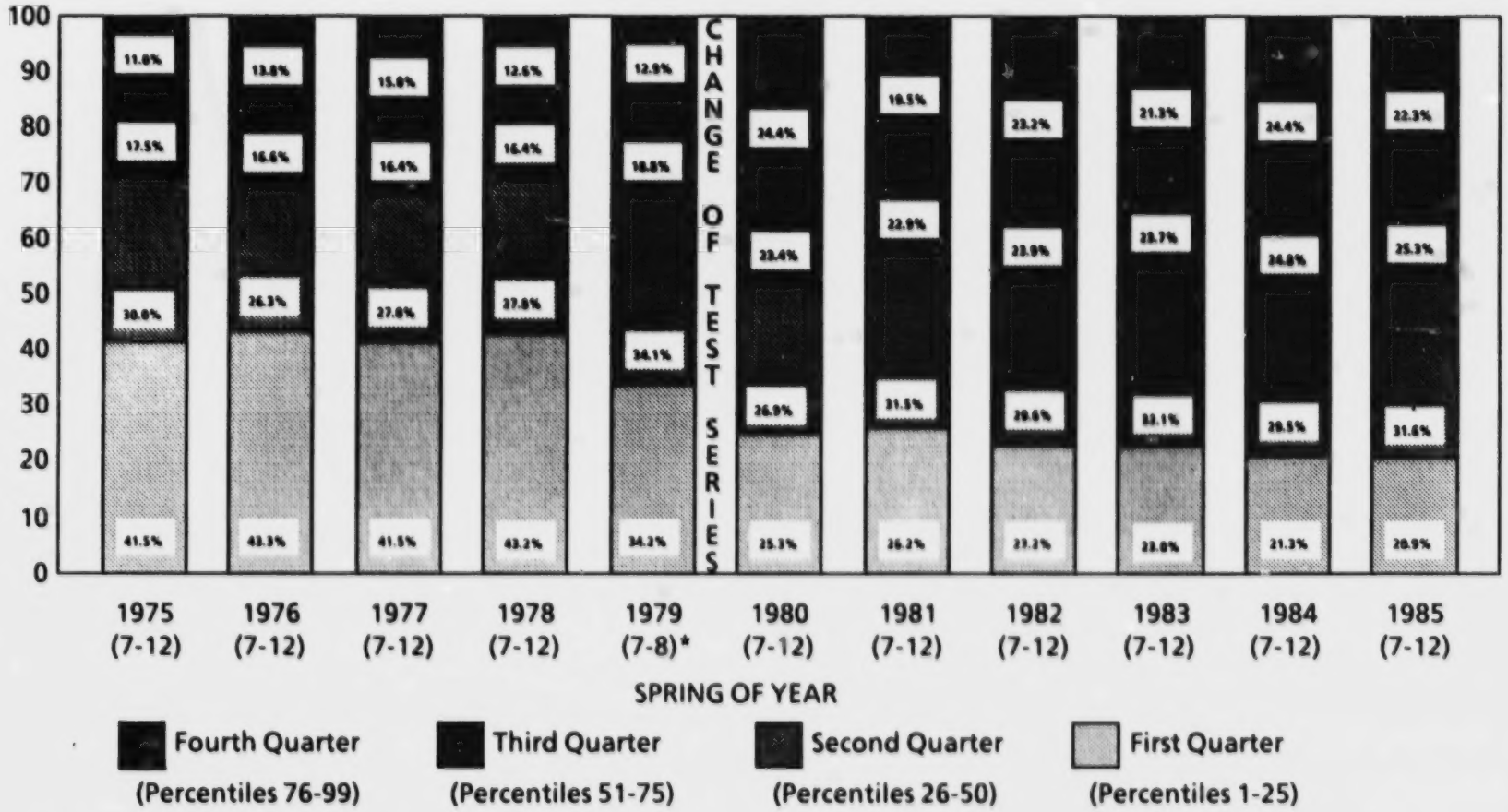
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons suggest that, in regard to reading at grades 7 and 8, the earlier test series tends to understate achievement relative to the later test series. At grades 9 through 12, the relationship is uncertain.

The percentage of students scoring above the national norm remained stable from 1980 (47.4%) to 1985 (47.6%).

FIGURE 85-C-3

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1975 THROUGH 1985



* Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In reading at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. (See description at left.)
Prior to 1980 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8, and the Gates-MacGinitie Reading Tests at 9 through 12. After 1979 the Metropolitan Achievement Tests, 1978 edition, were used at grades K through 12.

FIGURE 85-C-4

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1975 TO 1985

This figure displays grade 7 through 12 mathematics achievement scores grouped into national norm achievement quarters for spring test administrations from 1975 through 1985, with the exception of 1979 when the scores are for grades 7 and 8 only.

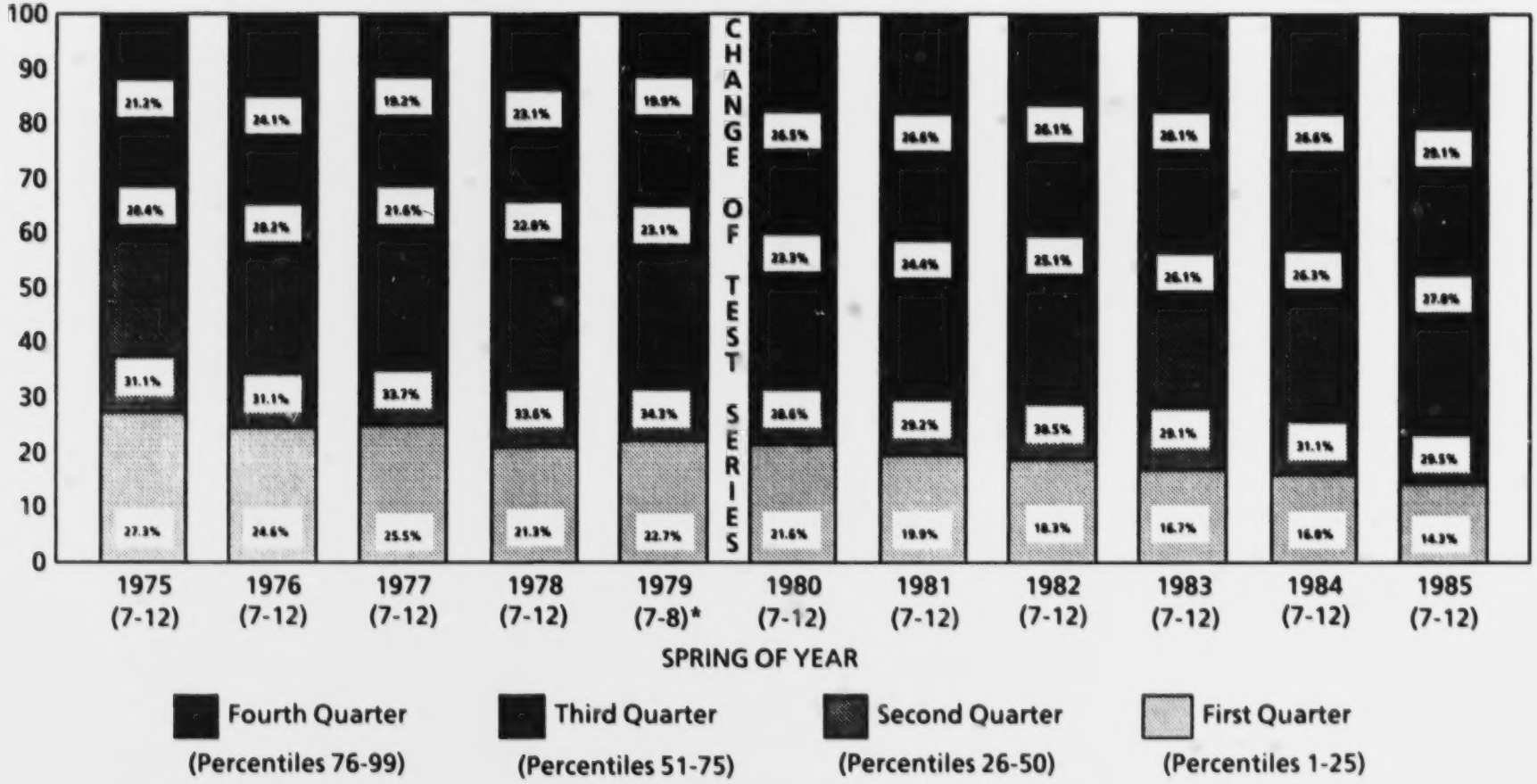
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982 all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons suggest that, in regard to mathematics at grades 7 and 8, the earlier test series tends to understate achievement relative to the later test series. At grades 9 through 12, the relationship is uncertain.

The overall trend of grade 7 through 12 mathematics scores during the years shown is toward higher achievement. The lowest or first quarter group decreased from 27 percent in 1975 to 14 percent in 1985, while the highest or fourth quarter group increased from 21 percent in 1975 to 29 percent in 1985. The proportion of students tested scoring above the 50th percentile increased from 42 percent in 1975 to 56 percent in 1985.

FIGURE 85-C-4

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1975 THROUGH 1985



* Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In mathematics at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. (See description at left.)
Prior to 1980 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8, and the Gates-MacGinitie Reading Tests at 9 through 12. After 1979 the Metropolitan Achievement Tests, 1978 edition, were used at grades K through 12.

FIGURE 85-C-5

CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1983, 1984, 1985
READING

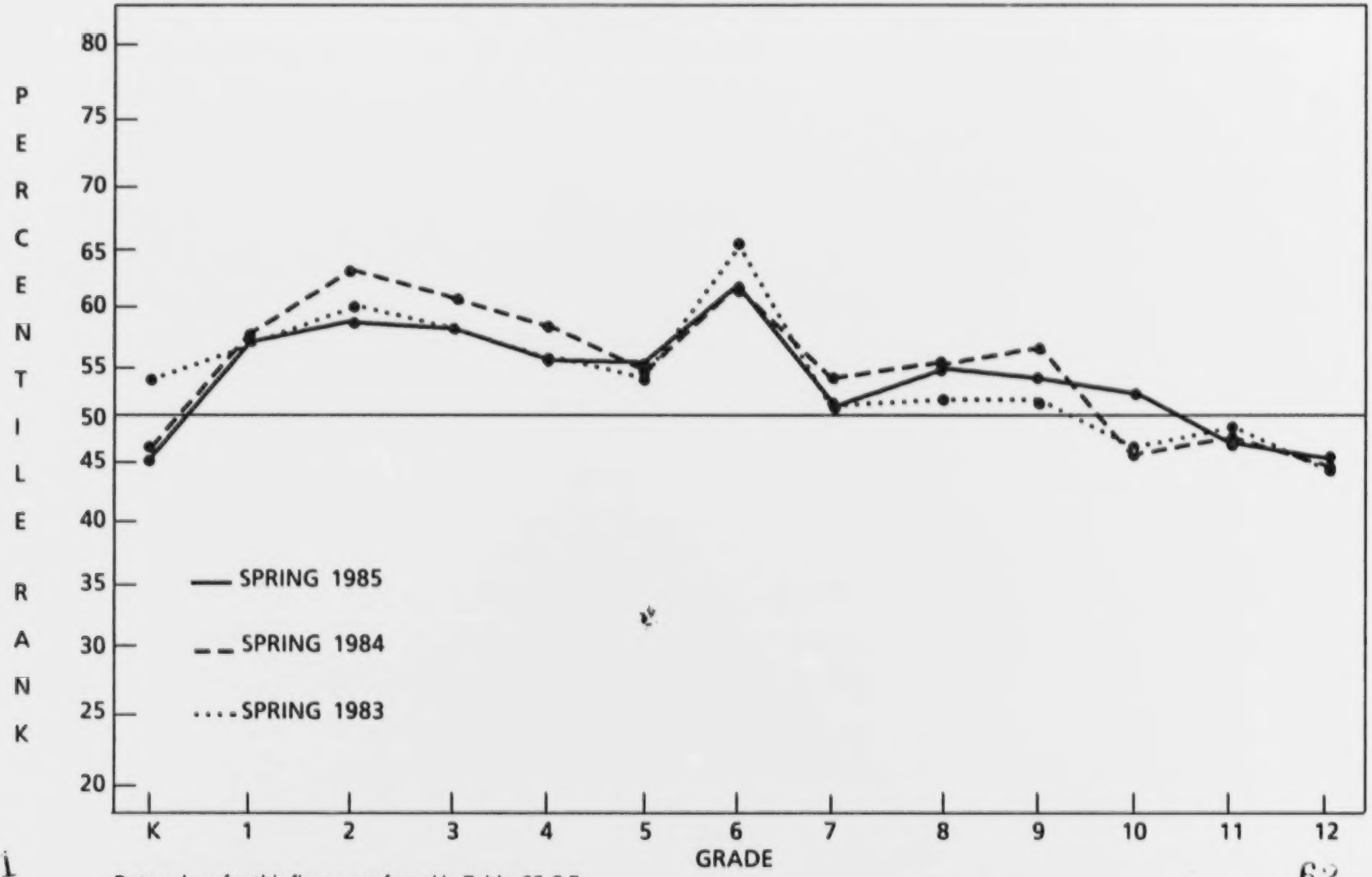
This figure displays reading achievement scores from the spring administrations of the Metropolitan Achievement Tests during the years 1983, 1984 and 1985. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. The dots in the figure represent the national percentile rank of the central value of scores at each grade level.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

The data shows that, during these three years, District sixth graders demonstrated the highest level of student performance. Kindergarten performance declined to below the national norm in 1984 and 1985. From 1984 to 1985 performance declined at grades 2, 3, 4, 7 and 9, while grade 10 performance improved. Performance at grades 11 and 12 is consistently below the 50th percentile during the three years shown.

FIGURE 85-C-5

CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1983, 1984, 1985
READING



Data values for this figure are found in Table 85-C-7.

FIGURE 85-C-6

CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1983, 1984, 1985
MATHEMATICS

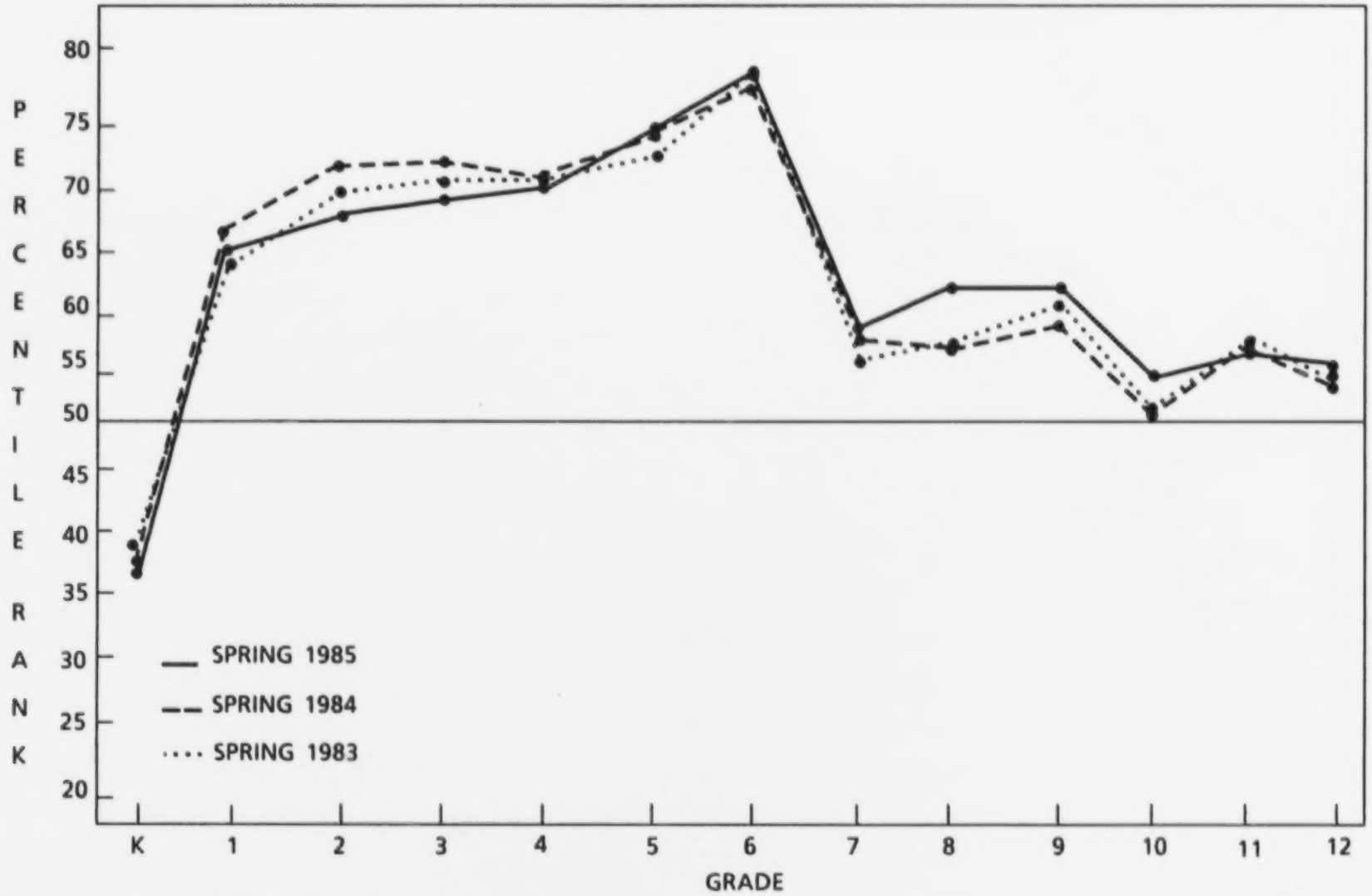
This figure displays mathematics achievement scores from the spring administrations of the Metropolitan Achievement Tests during the years 1983, 1984 and 1985. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. The dots in the figure represent the national percentile rank of the central value of scores at each grade level.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

The data shows that, for each of the three years, District sixth graders demonstrated the highest level of student performance. Performance at kindergarten is consistently low relative to performance at other grades. Performance declined from 1984 to 1985 at grades 1 through 4, but improved at grades 8 through 10 and at grade 12.

FIGURE 85-C-6

CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1983, 1984, 1985
MATHEMATICS



Data values for this figure are found in Table 85-C-7.

TABLE 85-C-7

CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1983, 1984, 1985

This table contains the reading and mathematics achievement scores from the spring administrations of the Metropolitan Achievement Tests during the years 1983, 1984 and 1985. These scores are shown on a grade-by-grade basis from kindergarten through grade 12. The values shown are the national percentile rank of the central value of scores at each grade level.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

This table contains the values of the information displayed graphically in Figures 85-C-5 and 85-C-6.

TABLE 85-C-7

CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1983, 1984, 1985

GRADE		K	1	2	3	4	5	6	7	8	9	10	11	12
READING	1983	54.7	57.7	60.1	58.1	55.5	53.4	65.3	50.8	51.9	52.5	47.2	48.7	44.5
	1984	46.8	57.9	63.4	60.7	57.7	54.2	63.4	54.2	55.7	57.0	46.8	48.3	44.7
	1985	45.8	57.7	59.8	58.3	55.5	55.3	63.7	51.0	55.3	54.7	52.3	47.0	45.1
GRADE		K	1	2	3	4	5	6	7	8	9	10	11	12
MATHEMATICS	1983	39.0	64.1	69.9	71.6	70.4	72.4	78.1	56.2	58.8	60.5	51.5	57.9	54.4
	1984	37.5	66.7	71.7	72.0	71.7	74.5	77.5	58.5	57.2	58.7	50.6	57.3	53.6
	1985	36.8	65.0	67.9	69.4	69.6	75.0	78.3	59.2	62.5	61.9	54.4	56.6	55.3

Values shown are percentile ranks corresponding to the mean normal curve equivalent (NCE).
These are the values shown in figures 85-C-5 and 85-C-6.

FIGURE 85-C-8

KINDERGARTEN AND PRIMARY GRADES
METROPOLITAN ACHIEVEMENT TESTS
1982-83, 1983-84, 1984-85

This figure compares kindergarten and primary (grades 1-3) achievement in reading and mathematics for 1982-83, 1983-84, and 1984-85. Kindergarten achievement is given for fall and spring testing; primary achievement is given for spring testing only. The dots represent the national percentile rank corresponding to the central value of scores for each testing period and grade level in these years.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

In all three years, student performance is generally higher in mathematics than in reading, except in spring testing for kindergarten. Each fall, kindergarteners' performance is below the 30th percentile in both reading and mathematics. While kindergarteners' reading scores increase to approximately the national norm (50th percentile) by spring, their mathematics scores increase only to approximately the 38th percentile. However, mathematics scores rise above reading in spring of grade 1, and remain higher in grades 2 and 3.

FIGURE 85-C-8
KINDERGARTEN AND PRIMARY GRADES
METROPOLITAN ACHIEVEMENT TESTS
1982-83, 1983-84, 1984-85

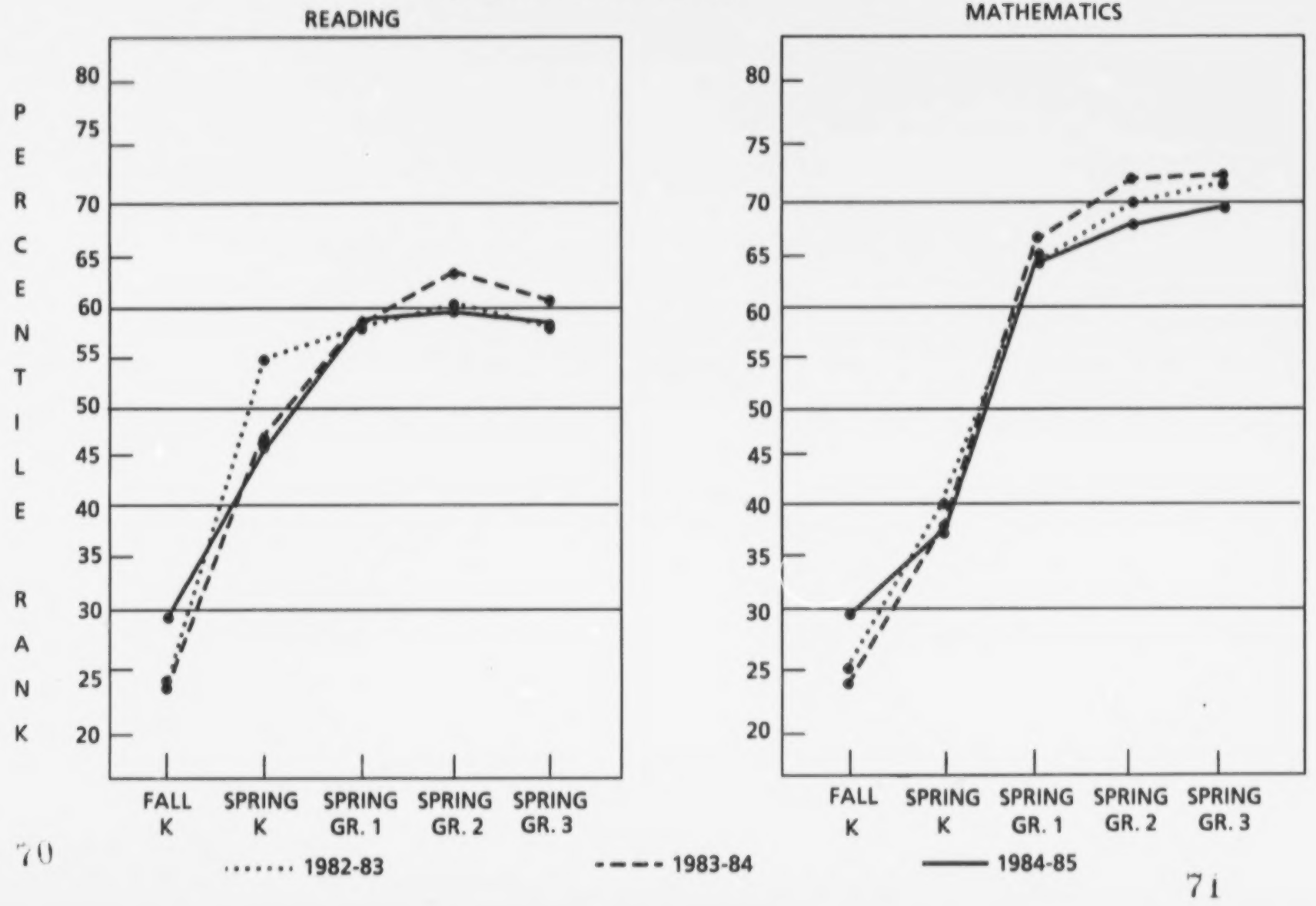


FIGURE 85-C-9

STANINE RANGE DISTRIBUTION
ACTUAL VERSUS EXPECTED
METROPOLITAN ACHIEVEMENT TESTS
READING AND MATHEMATICS
SPRING 1985

This figure shows the distribution of spring 1985 reading and mathematics scores into the three broad ranges of stanine scores: below average (stanines 1-3), average (stanines 4-6), and above average (stanines 7-9). Shown are numbers and percentages of District students tested in spring 1985 who scored in these stanine ranges. These figures are compared with an expected or normal distribution based on national norms.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

In reading, 16 percent of District students scored in the below-average stanine range, 7 percentage points fewer than the expected national norm percentage. Sixty-two percent of District students ranked in the average stanine range, 7 percent more than the expected national norm percentage. Twenty-two percent of District students, approximately the same as expected, were in the above-average stanine range.

In mathematics, 14 percent of District students scored in the below-average stanine range, 9 percent fewer than the expected national norm percentage. Fifty-five percent ranked in the average stanine range, one percent more than the expected national norm percentage. Thirty-one percent, eight percent more than the expected national norm percentage, were in the above-average stanine range.

TABLE 85-C-9

STANINE RANGE DISTRIBUTION
ACTUAL VERSUS EXPECTED
METROPOLITAN ACHIEVEMENT TESTS
READING AND MATHEMATICS
SPRING 1985

	READING				MATHEMATICS			
	ACTUAL		EXPECTED		ACTUAL		EXPECTED	
STANINE RANGE	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BELOW AVERAGE STANINES 1-3 PERCENTILES 1-23	4,293	16	6,180	23	3,645	14	6,148	23
AVERAGE STANINES 4-6 PERCENTILES 24-77	16,617	62	14,511	54	14,741	55	14,436	54
ABOVE AVERAGE STANINES 7-9 PERCENTILES 78-79	5,961	22	6,180	23	8,346	31	6,148	23

Special Eduction students are not included.

FIGURE 85-C-10

ACHIEVEMENT OF DISTRICT STABLE/MOBILE STUDENTS
CENTRAL PERCENTILE VALUES
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1985

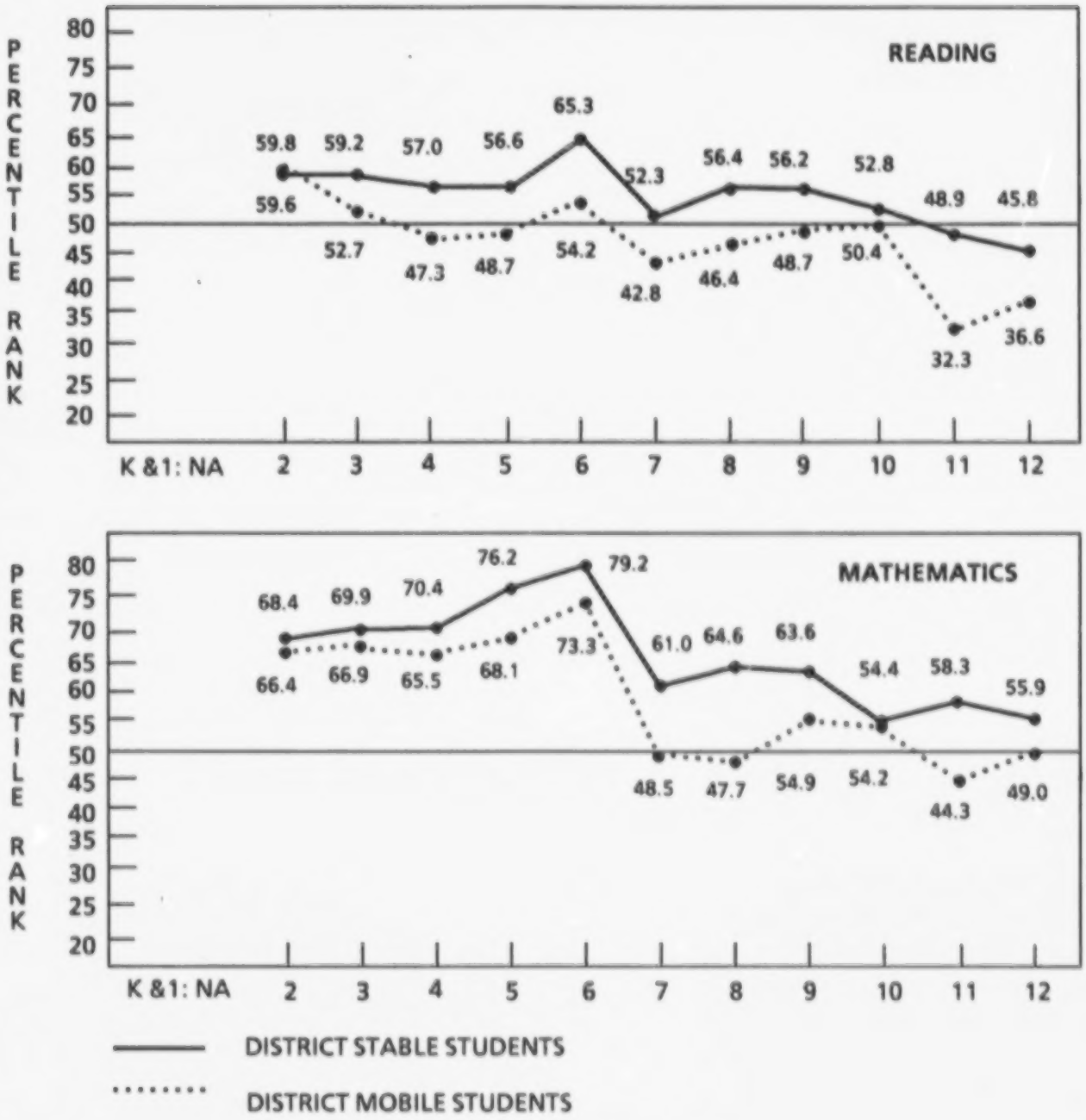
This figure presents views of spring 1985 data from the Metropolitan Achievement Tests in reading and mathematics by grade. Each dot represents the average performance, expressed in percentile rank scores, of a group of students at a given grade level. The students tested are divided into two contrasting groups: "District stable students," who were enrolled in the District at the beginning of the 1983-84 school year, and "District mobile students," who were not enrolled in the District at that time. Although exceptions are possible, the assumption is that "stable" students were in the District during the three school years prior to the test, and that "mobile" students entered the District at some point during the three-year period.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

In both reading and mathematics, "stable" students outperformed "mobile" students at each grade level analyzed, with the exception of grade 2 reading. Differences in performance were approximately 10 percentile points at grades 4 through 8 in reading and at grade 9 in math, and more than 10 percentile points for grade 11 in reading and for grades 7, 8 and 11 in math.

FIGURE 85-C-10

ACHIEVEMENT OF DISTRICT STABLE/MOBILE STUDENTS
CENTRAL PERCENTILE VALUES
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1985



N (stable) ranges from 1,600 to 1,900 at grades 2-9, and from 1,100 to1,600 at grades 10-12.

N (mobile) ranges from approximately 300 to 500 at grades 2-7 and 9-10, and from 100 to 300 at grades 8,11 and 12.

FIGURE 85-C-11

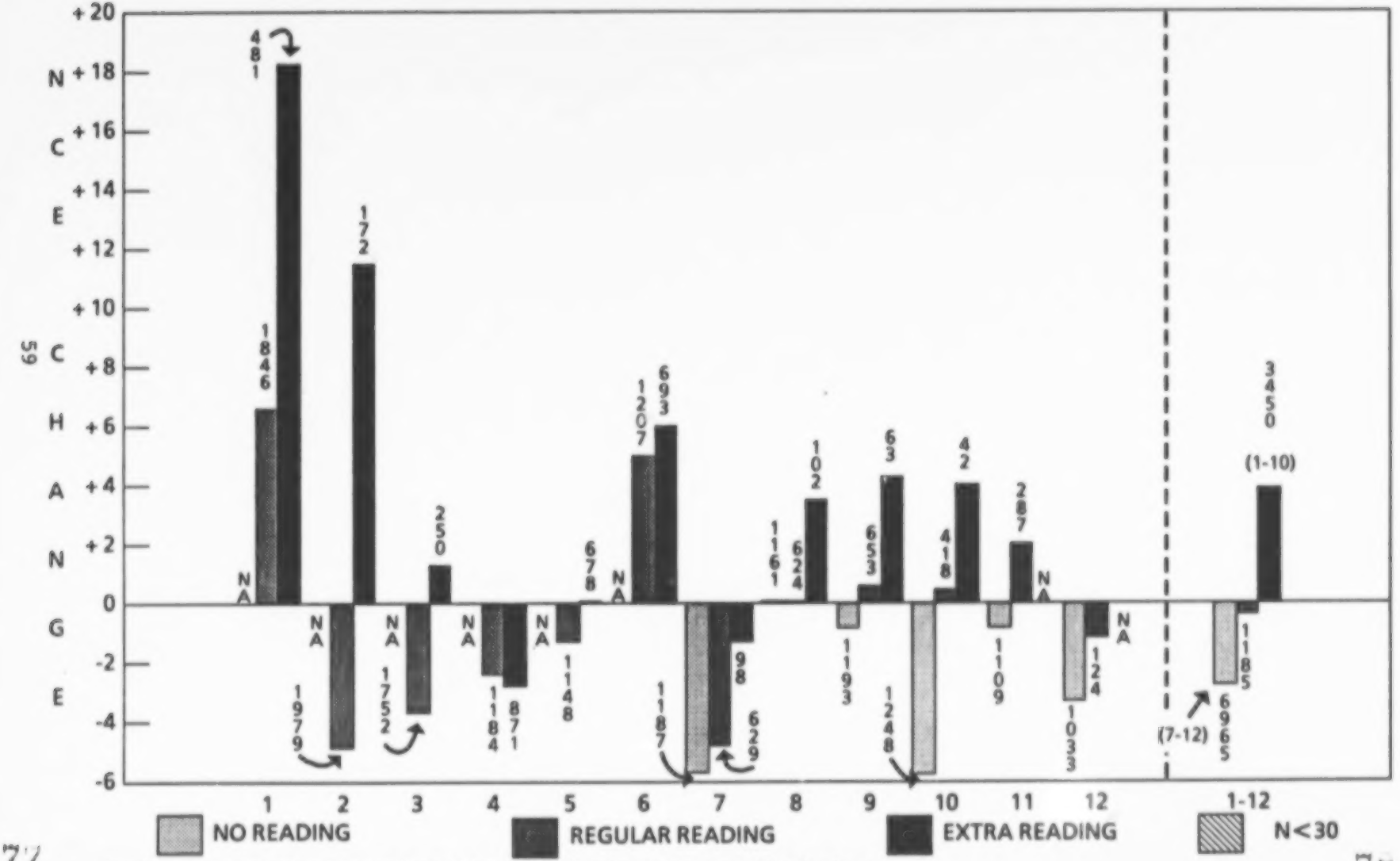
TIME-ON-TASK ANALYSIS
ACHIEVEMENT CHANGE FOR DIFFERENT LEVELS OF READING INSTRUCTION
METROPOLITAN ACHIEVEMENT TESTS - SPRING 1984 TO SPRING 1985

This figure shows reading achievement change from spring 1984 to spring 1985 in grades 1 through 12 for three groups of students. The first group of students received no formal class in reading, the second group received one period of reading instruction, and the third received more than one period of reading instruction (The first group does not exist at grades 1-6. The third group had no members at grades 11 and 12.) Achievement change over the two testing periods is expressed in terms of normal curve equivalent (NCE) change.

The analysis suggests a relationship between the amount of time scheduled for reading instruction and improvements in reading test score performance. For example, at grade 9 the 63 students scheduled for more than one formal period of reading showed greater average gains in test performance than the group scheduled for one formal period of instruction. This group in turn showed greater gains than the group of 1,193 students who received no formal instruction and who showed a net loss over the period. This general pattern is found at grades 1 through 12, with the exception of grade 4, and is also reflected in the 1-12 totals. The extent of test score gain attributed to increased amounts of instruction varies widely from grade to grade. Nevertheless, the expected relationship -- that scheduling a student for additional reading results in improved test performance -- is supported by the data.

FIGURE 85-C-11

TIME-ON-TASK ANALYSIS
ACHIEVEMENT CHANGE FOR DIFFERENT LEVELS OF READING INSTRUCTION
METROPOLITAN ACHIEVEMENT TESTS - SPRING 1984 TO SPRING 1985



Numbers at the end of each bar indicate the number of students represented by that bar.

FIGURE 85-C-12

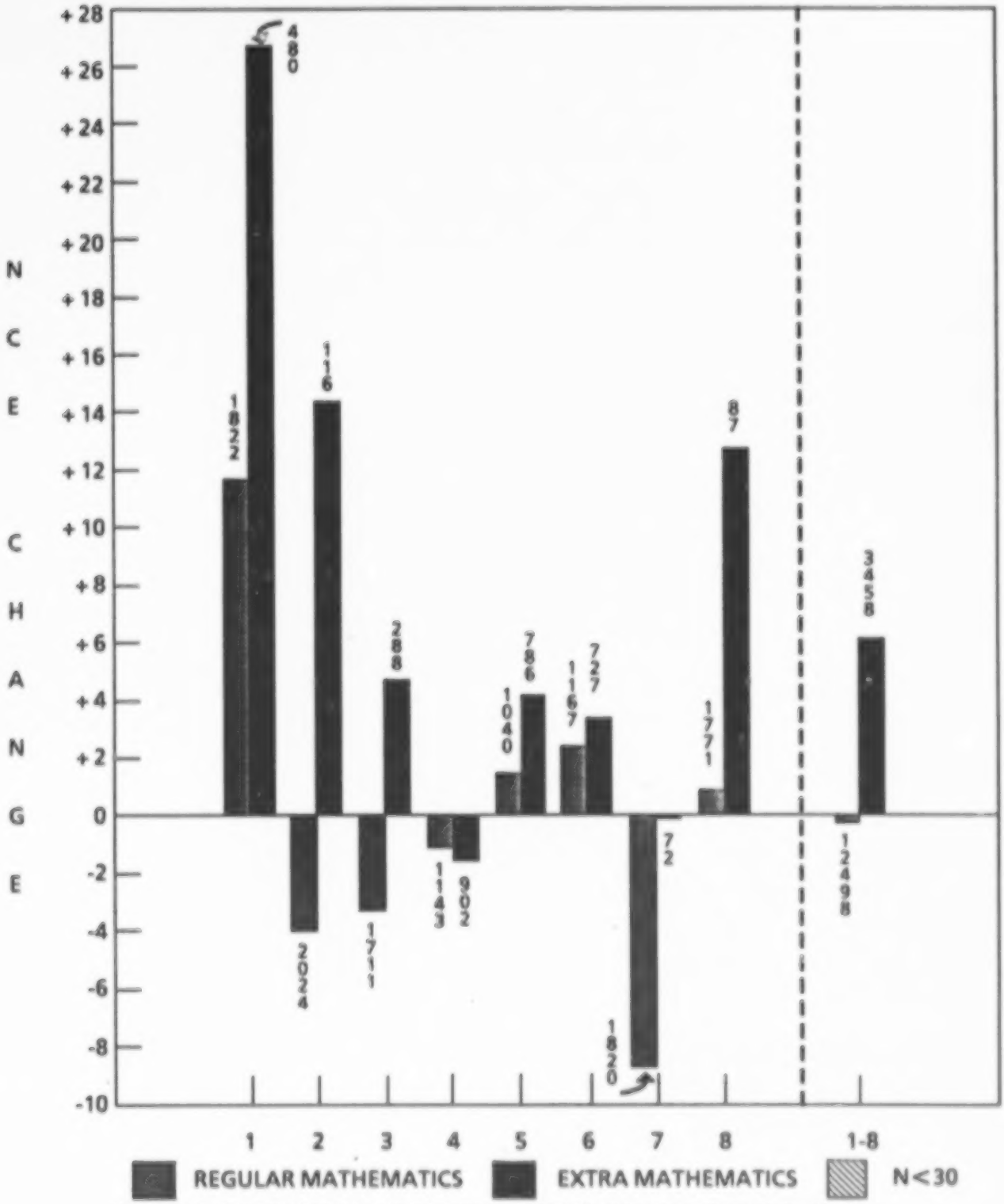
TIME-ON-TASK ANALYSIS
ACHIEVEMENT CHANGE FOR DIFFERENT LEVELS OF MATHEMATICS INSTRUCTION
METROPOLITAN ACHIEVEMENT TESTS - SPRING 1984 TO SPRING 1985

This figure shows mathematics achievement change from spring 1984 to spring 1985 in grades 1 through 12 for two groups of students. The first group of students received one formal period of mathematics instruction, and the second received more than one formal period of mathematics instruction. Achievement change over the two testing periods is expressed in terms of normal curve equivalent (NCE) change.

The analysis suggests a relationship between the amount of time scheduled for mathematics instruction and improvements in mathematics test score performance. For example, at grade 5 the 786 students scheduled for more than one formal period of mathematics showed greater average gains in test performance than the group of 1,040 students scheduled for one period of formal instruction. This general pattern is found at grades 1 through 8, with the exception of grade 4, and is also reflected in the 1-8 totals. The extent of test score gain attributed to increased amounts of instruction varies from grade to grade. Nevertheless, the expected relationship -- that scheduling a student for additional mathematics results in improved test performance -- is supported by the data.

FIGURE 85-C-12

TIME-ON-TASK ANALYSIS
ACHIEVEMENT CHANGE FOR DIFFERENT LEVELS OF MATHEMATICS INSTRUCTION
METROPOLITAN ACHIEVEMENT TESTS - SPRING 1984 TO SPRING 1985



Numbers at the end of each bar indicate the number of students represented by that bar.

TABLE 85-C-13

STUDENTS SCORING AT OR ABOVE 90TH PERCENTILE
AND AT OR BELOW 70TH PERCENTILE
IN READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1985

This table displays counts of students by grade who performed with a differential pattern of achievement in the spring 1985 administration of the Metropolitan Achievement Tests. All students counted performed high on either the reading or mathematics testing, and relatively low on the other.

The first column shows counts of students who scored at or above the 90th percentile in mathematics, and below the 70th percentile in reading. The second column displays counts of students scoring high in reading and relatively low in mathematics.

Among the total number of students with such differential patterns of achievement, the relatively high mathematics performance group is more than four times larger than the high reading performance group.

TABLE 85-C-13

STUDENTS SCORING AT OR ABOVE 90TH PERCENTILE AND AT OR BELOW 70TH PERCENTILE IN READING AND MATHEMATICS METROPOLITAN ACHIEVEMENT TESTS SPRING 1985

GRADE	MATHEMATICS AT OR ABOVE 90, READING AT OR BELOW 70	READING AT OR ABOVE 90, MATHEMATICS AT OR BELOW 70
K	49	42
1	67	45
2	150	35
3	138	17
4	230	24
5	166	7
6	200	17
7	88	17
8	70	35
9	84	28
10	31	32
11	28	13
12	32	20
NG	51	9
ALL	1,384	341

TABLE 85-C-14
STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1985

This table shows counts of students who scored above the 88th percentile in both reading and mathematics on the spring 1985 administration of the Metropolitan Achievement Tests.

There were 2,383 District students who scored at this level of achievement. The grade distribution shows that the highest numbers of these students were in grades 1 through 9. The highest number (278) is found at grade 6.

The final column of the table shows the percentage of each grade's October enrollment who scored at this high-achieving level. The highest percentages are at grades 1 through 9, with the greatest percentage (13%) at grade 6.

Overall, 7 percent of District students scored at this level in both basic subjects.

TABLE 85-C-14

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE IN BOTH READING AND MATHEMATICS METROPOLITAN ACHIEVEMENT TESTS SPRING 1985

GRADE	TOTAL NUMBER	PERCENT OCTOBER 1984 GRADE ENROLLMENT
K	66	3%
1	275	9%
2	201	8%
3	214	9%
4	222	10%
5	179	9%
6	278	13%
7	156	7%
8	202	9%
9	262	9%
10	128	5%
11	106	6%
12	71	5%
NG	23	1%
ALL	2,383	7%

TABLE 85-C-15

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1985

This table shows by-grade counts and ethnic percentages of students who scored above the 88th percentile in both reading and mathematics on the spring 1985 administration of the Metropolitan Achievement Tests. The 88th percentile is roughly equivalent to the 8th stanine (the middle stanine of the above-average range).

Of the 2,383 students who ranked in this score range, 72 percent were Caucasian, 21 percent were Black, and 4 percent were Spanish Surname.

TABLE 85-C-15

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE IN BOTH READING AND MATHEMATICS METROPOLITAN ACHIEVEMENT TESTS SPRING 1985

GRADE	TOTAL NUMBER	ETHNIC PERCENT FOR GRADE			
		CAUCASIAN	BLACK	SPANISH SURNAME	OTHER
K	66	80%	15%	5%	0%
1	275	58%	32%	8%	3%
2	201	75%	17%	1%	6%
3	214	74%	19%	4%	4%
4	222	66%	23%	5%	4%
5	179	79%	16%	2%	3%
6	278	63%	30%	5%	3%
7	156	77%	15%	4%	3%
8	202	76%	16%	4%	3%
9	262	74%	18%	5%	3%
10	128	78%	14%	5%	2%
11	106	79%	16%	2%	3%
12	71	80%	18%	0%	1%
NG	23	48%	48%	4%	0%
ALL	2,383	72%	21%	4%	3%
NOTE: THESE ARE THE OCTOBER 1984 ETHNIC PERCENTS FOR ALL DISTRICT STUDENTS		34%	51%	12%	3%

FIGURE 85-C-16

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1976 TO 1985

This figure displays District elementary (grades 1-6) reading achievement levels on the spring administration of the Metropolitan Achievement Tests for the period 1976 through 1985. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black and Spanish Surname. The dots in the figure represent the national percentile rank derived from scores at these grade levels. Special Education students are excluded from this analysis.

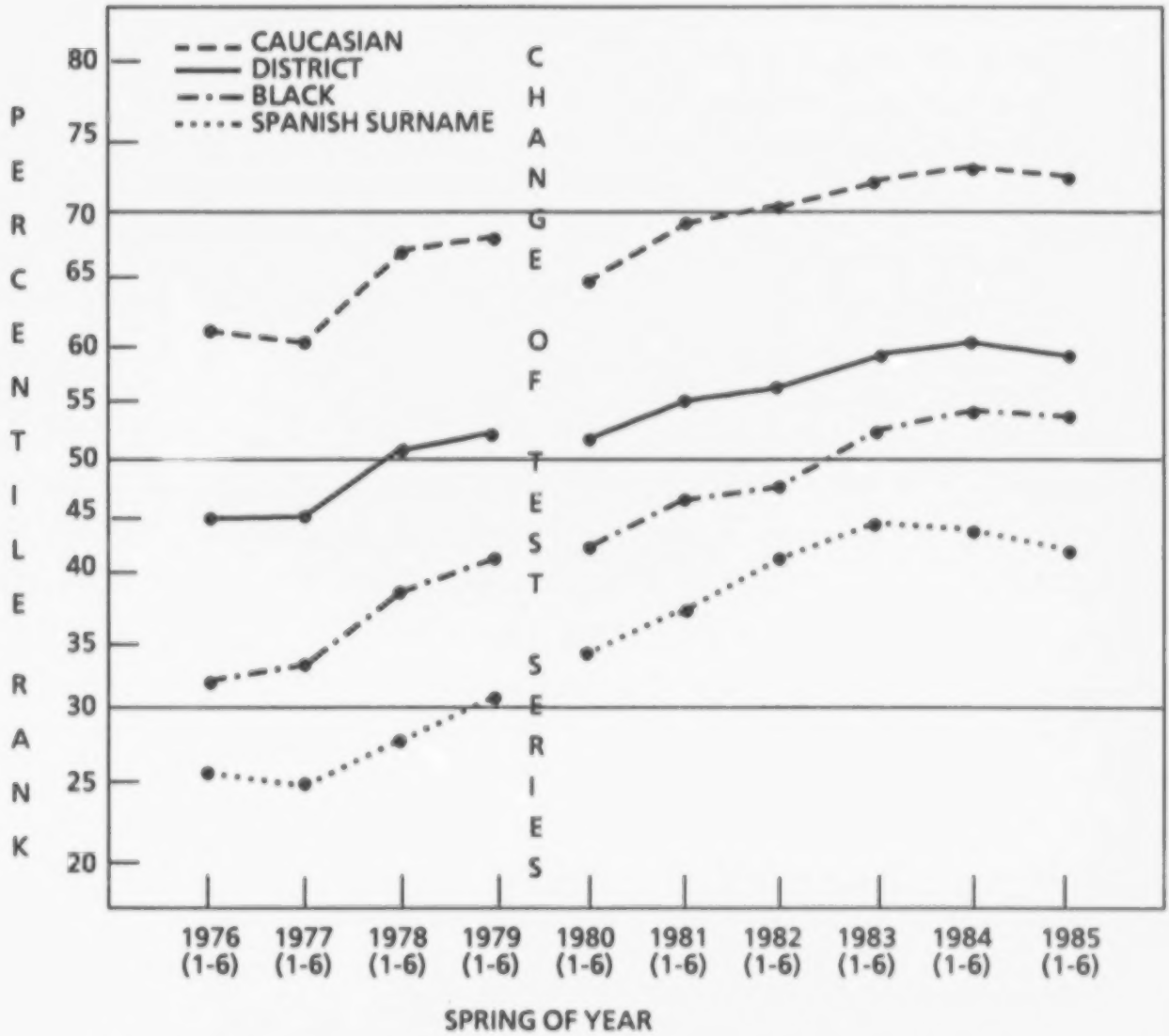
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

This figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons of the two tests suggest that, in regard to reading at grades 1 through 6, the earlier test series tends to overstate achievement relative to the later test series.

Overall, reading achievement levels improved at grades 1 through 6 from 1976 to 1985 for all major ethnic groups. Relative standing of the three groups remained largely consistent, with Caucasian students exceeding the District average and Black and Spanish Surname students falling below that average. The average achievement levels of both Black and Spanish Surname students have come closer to the District average over this period.

FIGURE 85-C-16

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1976 THROUGH 1985



Test series changed between the spring 1979 and spring 1980 administrations. In reading at grades 1 through 6, the earlier test tends to overstate achievement relative to the later test. (See description for Figure 85-C-1.)

Data values for this figure are found in Table 85- C-20.

FIGURE 85-C-17

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1976 TO 1985

This figure displays District elementary (grades 1-6) mathematics achievement levels on the spring administration of the Metropolitan Achievement Tests for the period 1976 through 1985. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black and Spanish Surname. The dots in the figure represent the national percentile rank derived from scores at these grade levels. Special Education students are excluded from this analysis.

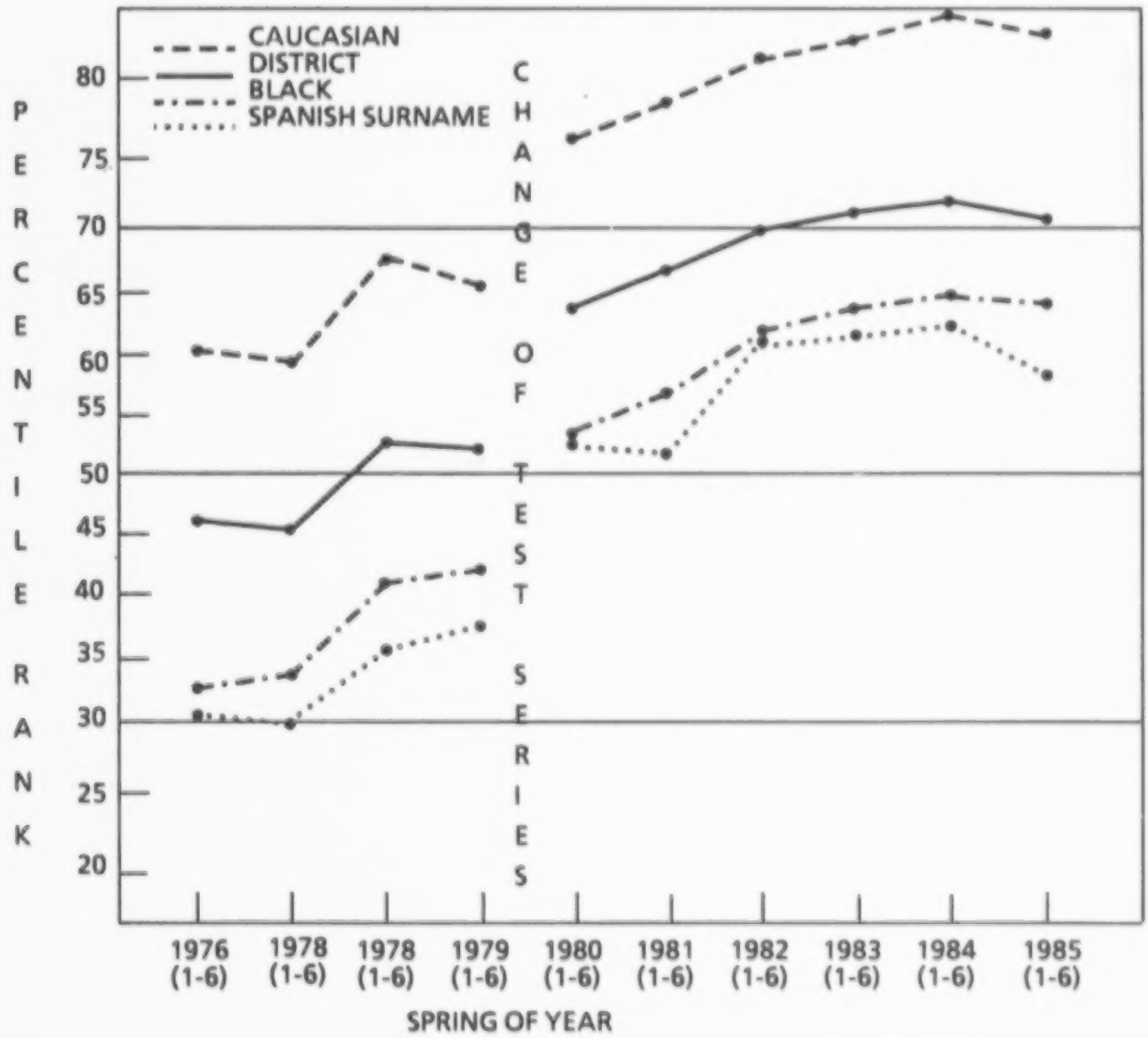
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons of the two tests suggest that, in mathematics at grades 1 through 6, the overall effect of this change of test series is negligible. At kindergarten, the relationship is uncertain.

Overall, mathematics achievement levels improved at grades 1 through 6 from 1976 to 1985 for all major ethnic groups. Relative standing of the three groups remained largely consistent, with Caucasian students exceeding the District average and Black and Spanish Surname students falling below that average. The average achievement levels of both Black and Spanish Surname students have come closer to the District average over this period.

FIGURE 85-C-17

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1976 THROUGH 1985



Test series changed between the spring 1979 and spring 1980 administrations. In mathematics at grades 1 through 6, achievement levels of the earlier test are approximately equivalent to those of the later test. (See description for Figure 85-C-2.)

Data values for this figure are found in Table 85-C-20.

FIGURE 85-C-18

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1976 TO 1985

This figure displays District secondary (grades 7-12) reading achievement levels on the spring administration of standardized achievement tests for the period 1976 through 1985. The 1979 data is restricted to grades 7 and 8. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black and Spanish Surname. The dots in the figure represent the national percentile rank derived from scores at these grade levels. Special Education students are excluded from this analysis.

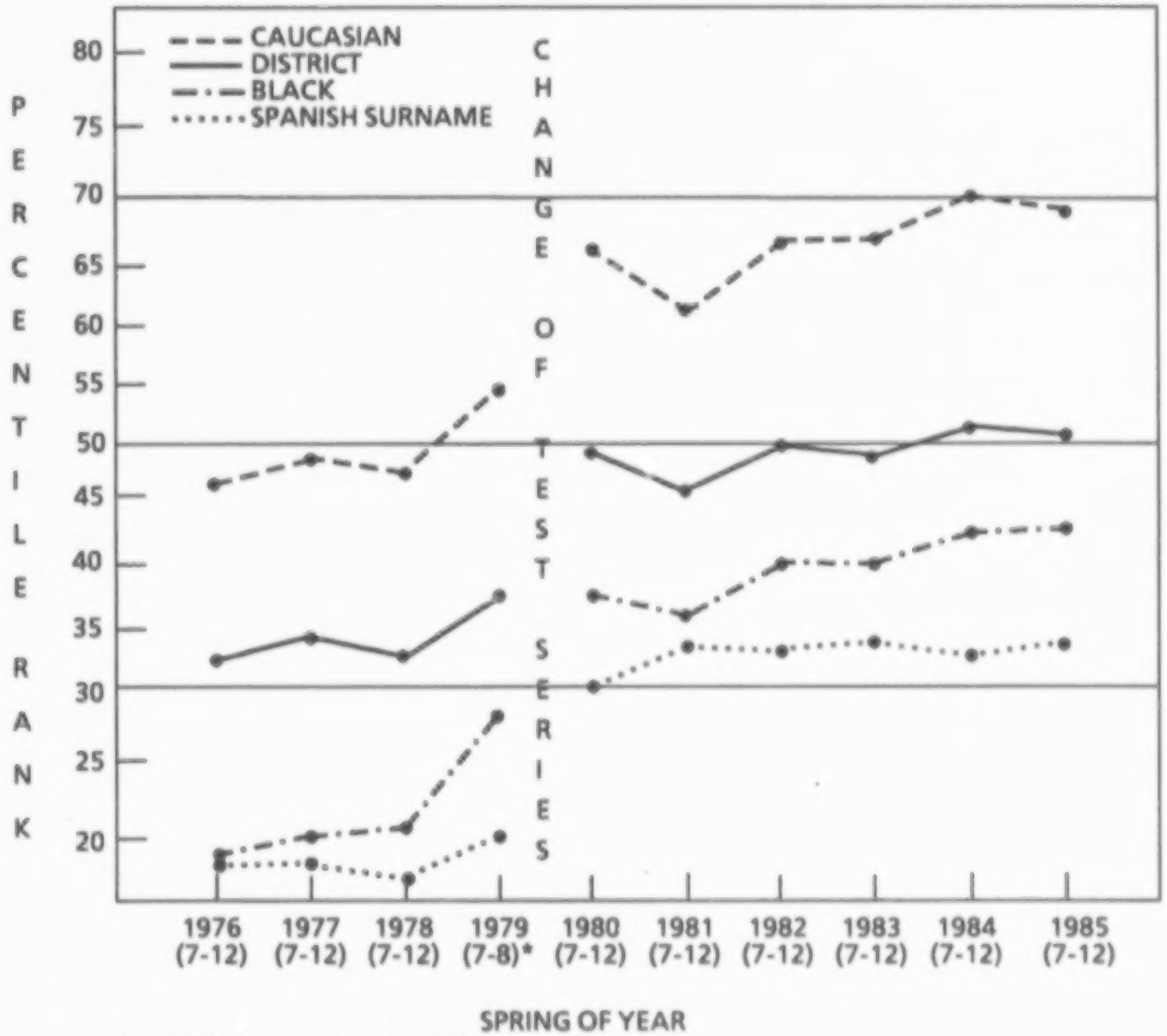
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons suggest that, in regard to reading at grades 7 and 8, the earlier test tends to understate achievement relative to the later test series. At grades 9 through 12, the relationship is uncertain.

Overall, reading achievement levels improved at grades 7 through 12 from 1976 to 1985 for all major ethnic groups. Relative standing of the three groups remained largely consistent, with Caucasian students exceeding the District average and Black and Spanish Surname students falling below that average. The average achievement levels of both Black and Spanish Surname students have come closer to the District average over this period.

FIGURE 85-C-18

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1976 THROUGH 1985



*Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In reading at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. (See description for Figure 85-C-3.)

Prior to 1980, the Metropolitan Achievement Tests (1970 edition) were used at grades 7 and 8 and the Stanford Test of Academic Skills at 9 through12. After 1979, the Metropolitan Achievement Tests (1978 edition) were used at grades K through 12.

Data values for this figure are found in Table 85-C-20.

FIGURE 85-C-19

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1976 TO 1985

This figure shows District secondary (grades 7-12) mathematics achievement on the spring administration of standardized achievement tests from 1976 through 1985. The 1979 data is restricted to grades 7 and 8. Achievement levels of the major ethnic groups in the District are presented for this period. The dots in the figure represent the national percentile rank derived from scores at these grade levels. Special Education students are excluded from this analysis.

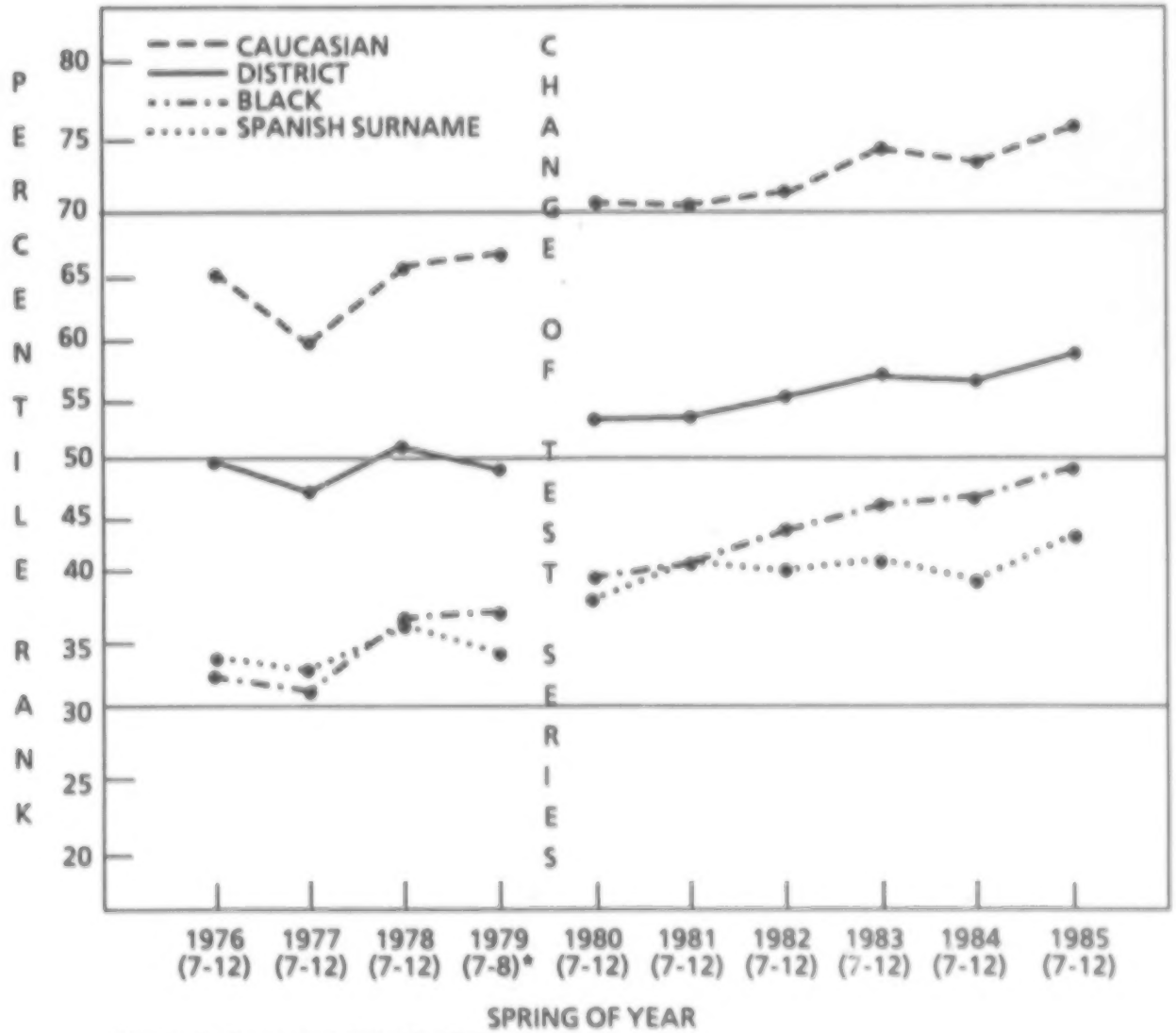
Before 1983, only nongraded (NG) students were excluded from this analysis; at that time, the NG category included most full-time Special Education students. After 1982, all full-time Special Education students, most Resource (part-time Special Education) students, as well as all nongraded (NG) students, were excluded from the analysis. The exclusion of additional Special Education students at that point raised reported achievement levels.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons suggest that, in regard to mathematics at grades 7 and 8, the earlier test series tends to understate achievement relative to the later test series. At grades 9 through 12, the relationship is uncertain.

Overall, mathematics achievement levels improved at grades 7 through 12 from 1976 to 1985 for all major ethnic groups. Relative standing of the three groups remained largely consistent, with Caucasian students exceeding the District average and Black and Spanish Surname students falling below that average. The average achievement levels of both Black and Spanish Surname students have come closer to the District average over this period.

FIGURE 85-C-19

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1976 THROUGH 1985



*Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In mathematics at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. (See description for Figure 85-C-4.)

Prior to 1980, the Metropolitan Achievement Tests (1970 edition) were used at grades 7 and 8 and the Stanford Test of Academic Skills at 9 through 12. After 1979, the Metropolitan Achievement Tests (1978 edition) were used at grades K through 12.

Data values for this figure are found in Table 85-C- 20.

TABLE 85-C-20

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
ELEMENTARY AND SECONDARY READING AND MATHEMATICS
1976 THROUGH 1985

This table displays the actual data values which are found in graphic form in Figures 85-C-16 through 85-C-19. Refer to the narratives accompanying these figures for explanation and interpretation of these values.

TABLE 85-C-20

CENTRAL PERCENTILE VALUES FOR DISTRICT AND MAJOR ETHNIC GROUPS STANDARDIZED ACHIEVEMENT TESTS ELEMENTARY AND SECONDARY READING AND MATHEMATICS 1976 THROUGH 1985

	YEARS OF SPRING TESTING										
	1976	1977	1978	1979		1980	1981	1982	1983	1984	1985
BLACK					CHANGE OF TEST SERIES						
ELEM. RDG.	31.8	33.3	38.8	41.3		42.6	46.4	47.7	51.9	53.8	53.2
ELEM. MATH	32.5	33.5	40.7	42.0		53.4	56.9	61.6	63.7	64.6	63.9
SEC. RDG.	19.5	20.9	21.3	28.7*		38.3	36.3	41.0	40.6	43.4	43.6
SEC. MATH	32.1	33.1	37.0	37.1*		40.2	41.0	44.0	46.0	46.4	48.9
CAUCASIAN											
ELEM. RDG.	60.4	60.0	66.9	67.8		64.8	69.0	70.1	71.9	73.0	72.0
ELEM. MATH	60.5	59.6	67.4	65.7		76.2	78.5	81.0	82.2	83.6	82.5
SEC. RDG.	47.4	49.7	48.3	55.1*		66.7	63.2	67.4	67.7	70.9	69.8
SEC. MATH	64.9	61.8	65.7	66.6*		70.3	70.5	71.2	74.2	73.5	75.9
SPANISH SURNAME											
ELEM. RDG.	25.3	24.4	27.5	30.4		34.0	37.0	41.5	44.1	43.6	41.7
ELEM. MATH	30.4	29.6	35.1	37.1		52.0	51.5	61.4	61.4	62.3	59.2
SEC. RDG.	19.1	19.1	18.1	20.7*		31.0	34.0	33.6	34.3	33.3	34.0
SEC. MATH	33.7	32.8	36.1	33.6*		38.4	41.0	40.6	41.2	40.1	43.2
TOTAL DISTRICT											
ELEM. RDG.	45.1	45.1	50.4	51.9		51.4	54.7	55.7	58.5	59.6	58.3
ELEM. MATH	46.3	45.3	52.5	52.0		63.8	66.5	69.9	71.1	72.0	70.6
SEC. RDG.	33.1	34.7	33.5	38.3*		50.0	46.9	50.6	49.8	51.9	51.5
SEC. MATH	49.9	47.2	51.0	49.0*		53.5	53.6	55.1	56.8	56.2	58.8

These are the values shown in Figures 85-C-16 through 85-C-19. They are percentile ranks corresponding to mean NCE's. Refer to footnotes in Figures 85-C-16 through 85-C-19 for interpretation of the effect of the change of test series on achievement at each grade range and in each subject.

* These values are for grades 7 and 8 only; in spring 1979, no districtwide testing was done in grades 9-12.

2.5
2.2
2.0
28
32
36
40
100 mm
1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm

FIGURE 85-C-21

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1985 METROPOLITAN ACHIEVEMENT TESTS
ALL NON-SPECIAL-EDUCATION STUDENTS
READING

This figure shows K-12 reading achievement on the spring 1983 administration of the Metropolitan Achievement Tests. Scores are distributed into national norm quarters of achievement for the major ethnic groups in the District. If District performance conformed exactly to the national norming sample, each quarter would show 25 percent of the scores.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

Caucasian students show a more positive distribution of scores (70% above the 50th percentile) than either Black students (44% above the 50th percentile) or Spanish Surname students (34% above the 50th percentile).

FIGURE 85-C-21

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1985 METROPOLITAN ACHIEVEMENT TESTS
ALL NON-SPECIAL-EDUCATION STUDENTS
READING

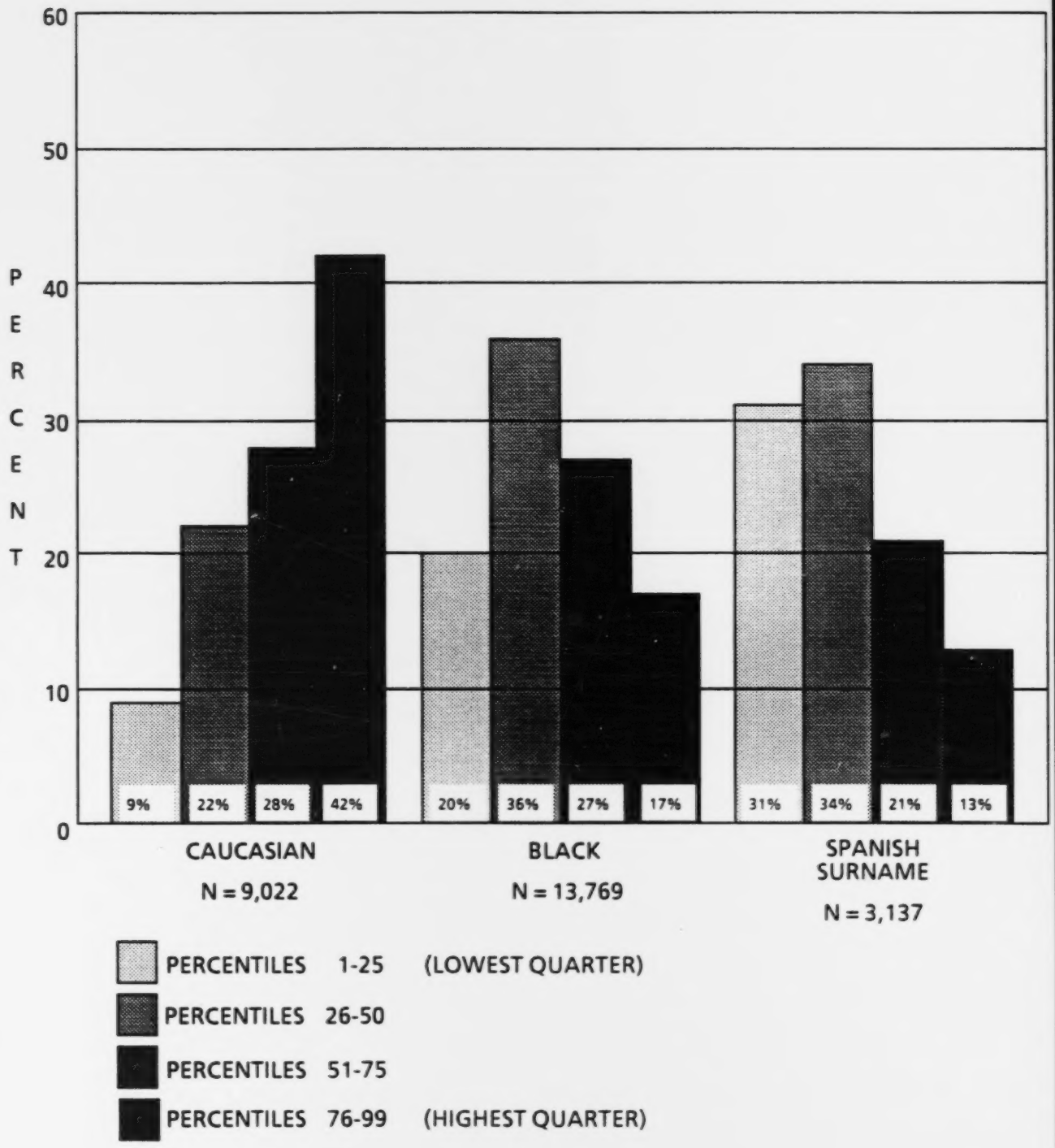


FIGURE 85-C-22

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1985 METROPOLITAN ACHIEVEMENT TESTS
ALL NON-SPECIAL-EDUCATION STUDENTS
MATHEMATICS

This figure shows K-12 mathematics achievement on the spring 1985 administration of the Metropolitan Achievement Tests. Scores are distributed into national norm quarters of achievement for the major ethnic groups in the District. If District performance conformed exactly to the national norming sample, each quarter would show 25 percent of the scores.

Full-time Special Education students and most Resource (part-time Special Education) students are excluded from this figure.

Caucasian students show a more positive distribution of scores (79% above the 50th percentile) than either Black students (54% above the 50th percentile) or Spanish Surname students (50% above the 50th percentile).

FIGURE 85-C-22

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1985 METROPOLITAN ACHIEVEMENT TESTS
ALL NON-SPECIAL-EDUCATION STUDENTS
MATHEMATICS

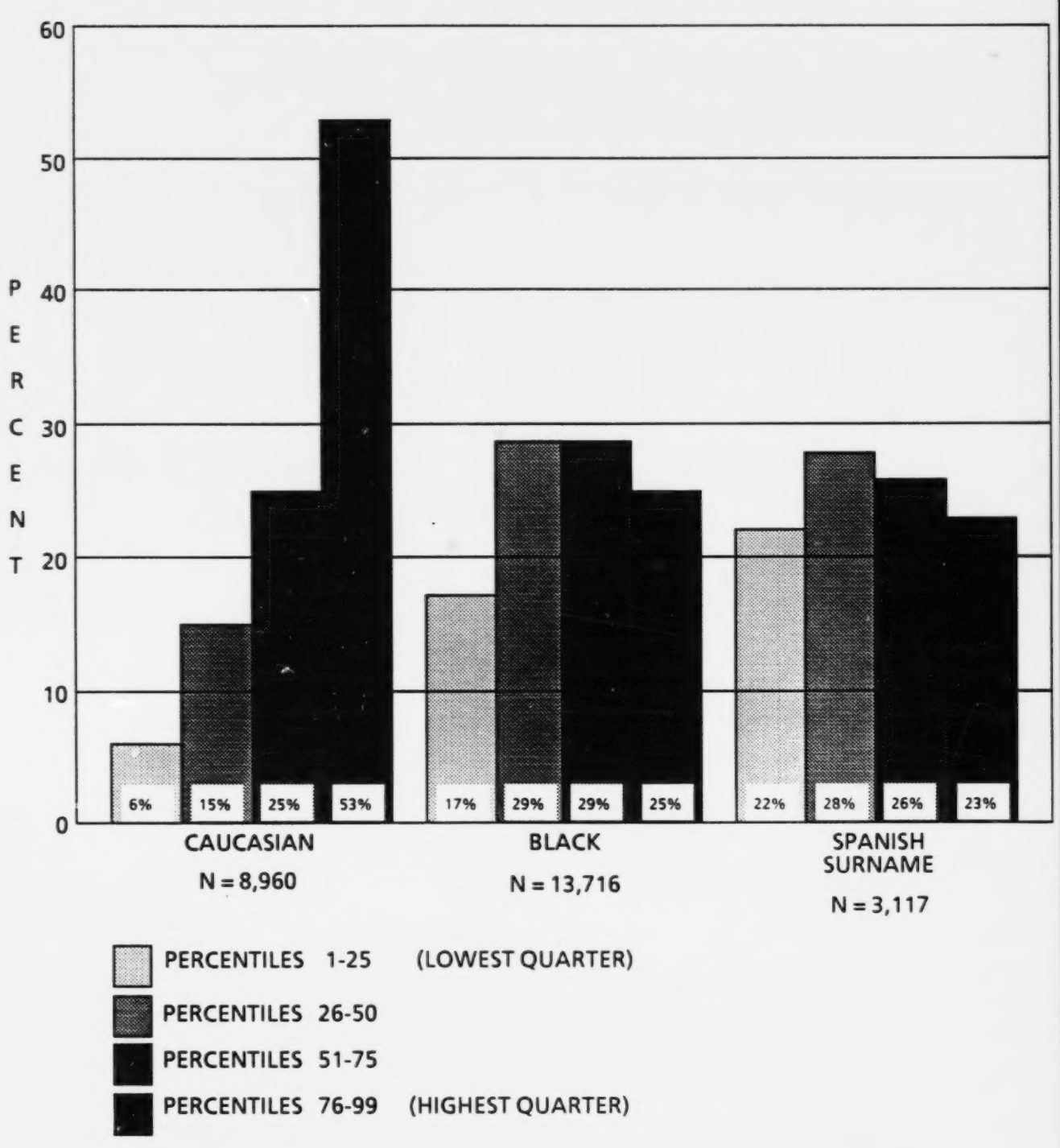


FIGURE 85-C-23

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1985
READING - GRADE 3

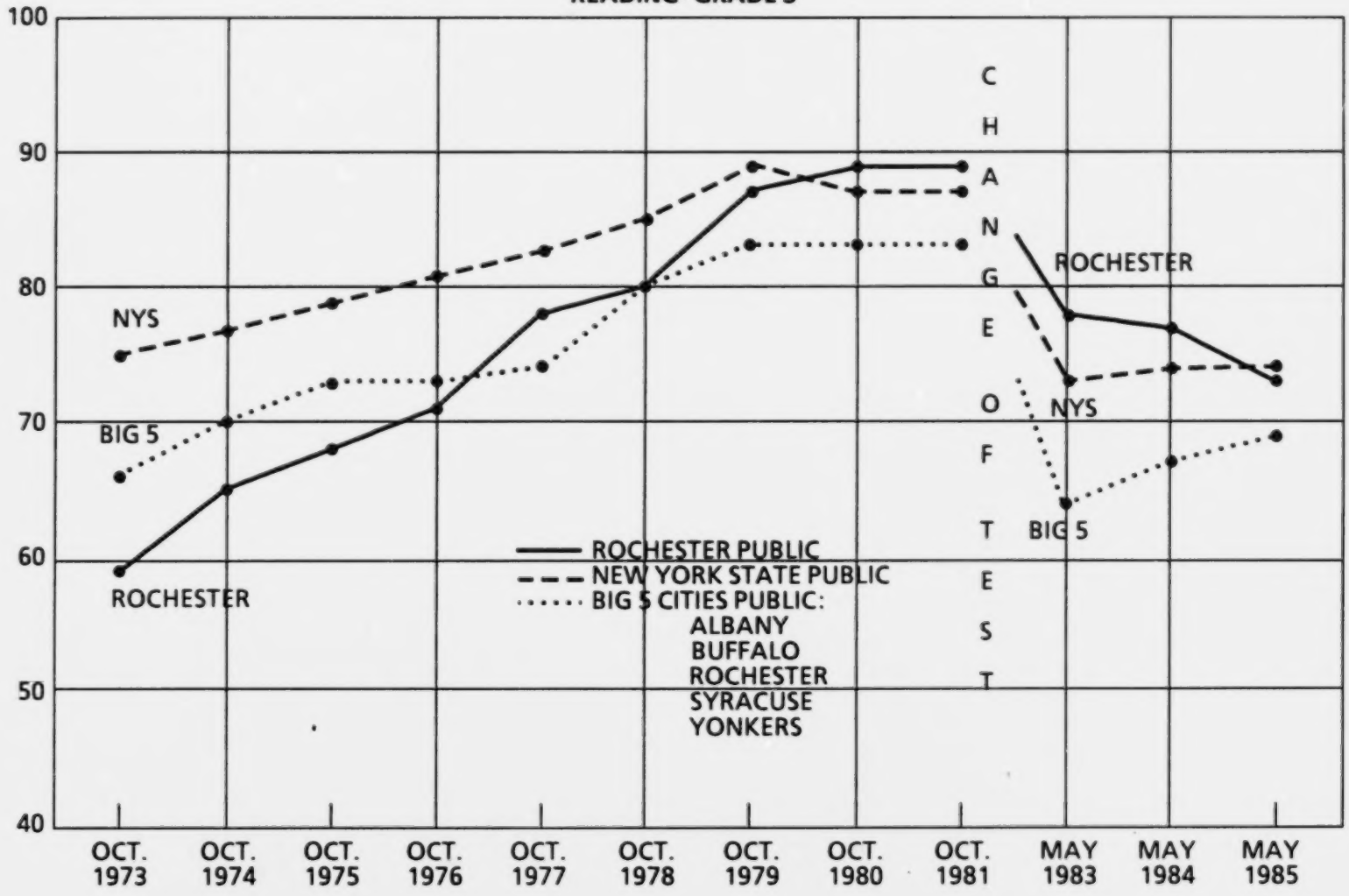
This figure shows the performance of District pupils on the New York State PEP Test in reading at grade 3 for 1973 through 1985. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Total Pupils" and "Non-Handicapped Pupils." The figures shown here reflect "Total Pupils," data which is more comparable with that of previous years. Pupils classified as Mentally Retarded are not given this test.

Prior to 1977, District pupils' performance was lower than that of both New York State public school pupils and public school pupils in the "Big 5" cities. By 1977 Rochester had surpassed the "Big 5" cities on this test, and by 1980 had also surpassed New York State performance. The same relative ranking of scores continued in 1983 and 1984. In 1985, Rochester's performance was one percentage point lower than New York State's, but remained above performance in the "Big 5" cities.

This test was changed and moved to spring administration in the 1982-83 school year. Also, the State has changed its guidelines on inclusion of Special Education pupils at various times. For these and other reasons, the relationship between District results and those of the state and "Big 5" cities in a given year may be more meaningful than year to year comparisons.

FIGURE 85-C-23

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1985
READING- GRADE 3



Data values for this figure are found in Table 85-C-28.

FIGURE 85-C-24

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1985
MATHEMATICS - GRADE 3

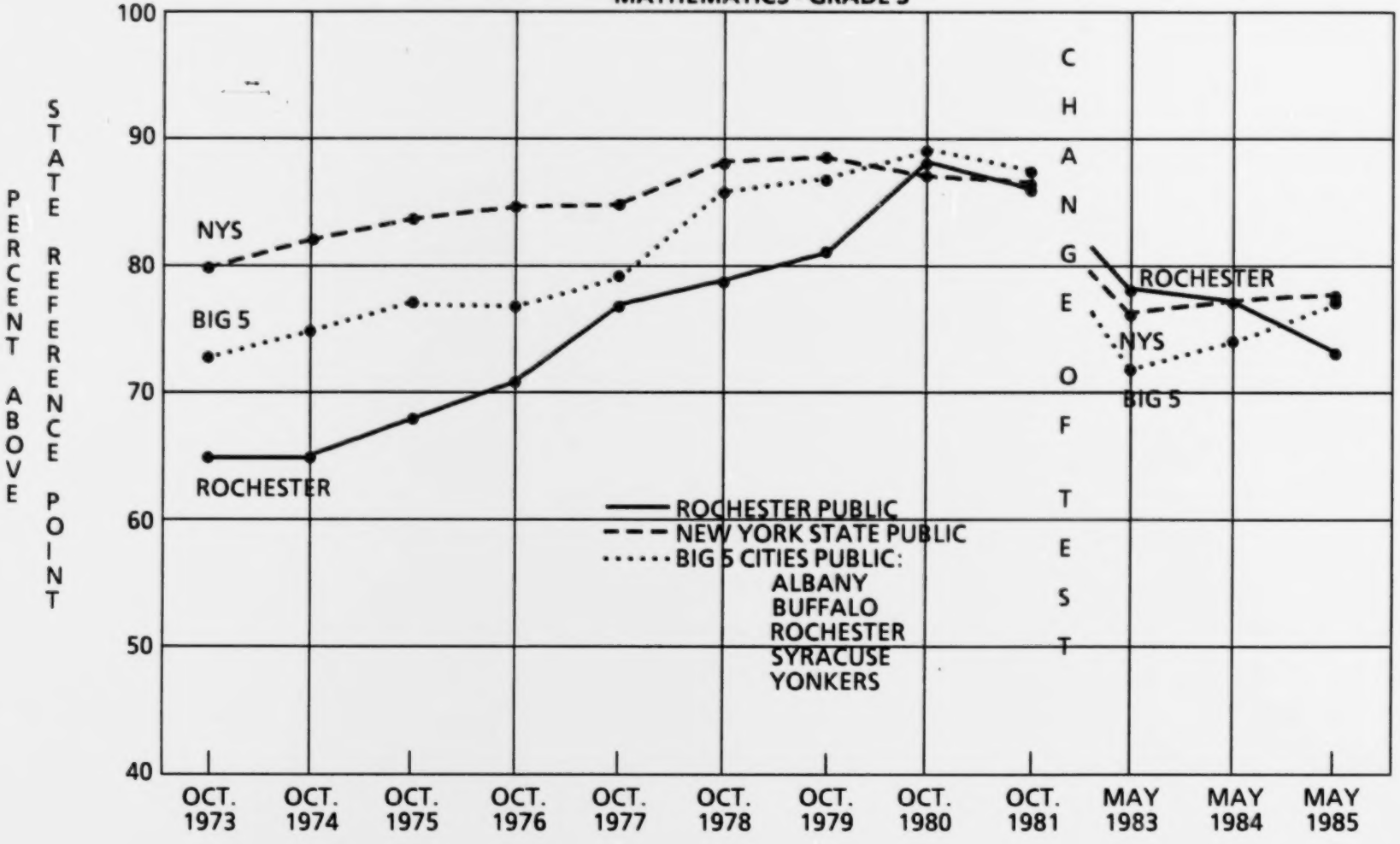
This figure shows the performance of District pupils on the New York State PEP Test in mathematics at grade 3 for 1973 through 1985. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Total Pupils" and "Non-Handicapped Pupils." The figures shown here reflect "Total Pupils," data which is more comparable with that of previous years. Pupils classified as Mentally Retarded are not given this test.

Prior to 1980, District pupils' performance was lower than both that of New York State public school pupils and public school pupils in the "Big 5" cities. In 1980, District pupils' performance exceeded the statewide figure for the first time. District performance exceeded or equaled that of both the state and "Big 5" cities in 1983 and 1984. In 1985, Rochester's performance was lower than the performance of pupils both statewide and in the "Big 5" cities.

This test was changed and moved to spring administration in the 1982-83 school year. Also, the State has changed its guidelines on inclusion of Special Education pupils at various times. For these and other reasons, the relationship between District results and those of the state and "Big 5" cities in a given year may be more meaningful than year to year comparisons.

FIGURE 85-C-24

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1985
MATHEMATICS - GRADE 3



Data values for this figure are found in Table 85-C-28.

FIGURE 85-C-25

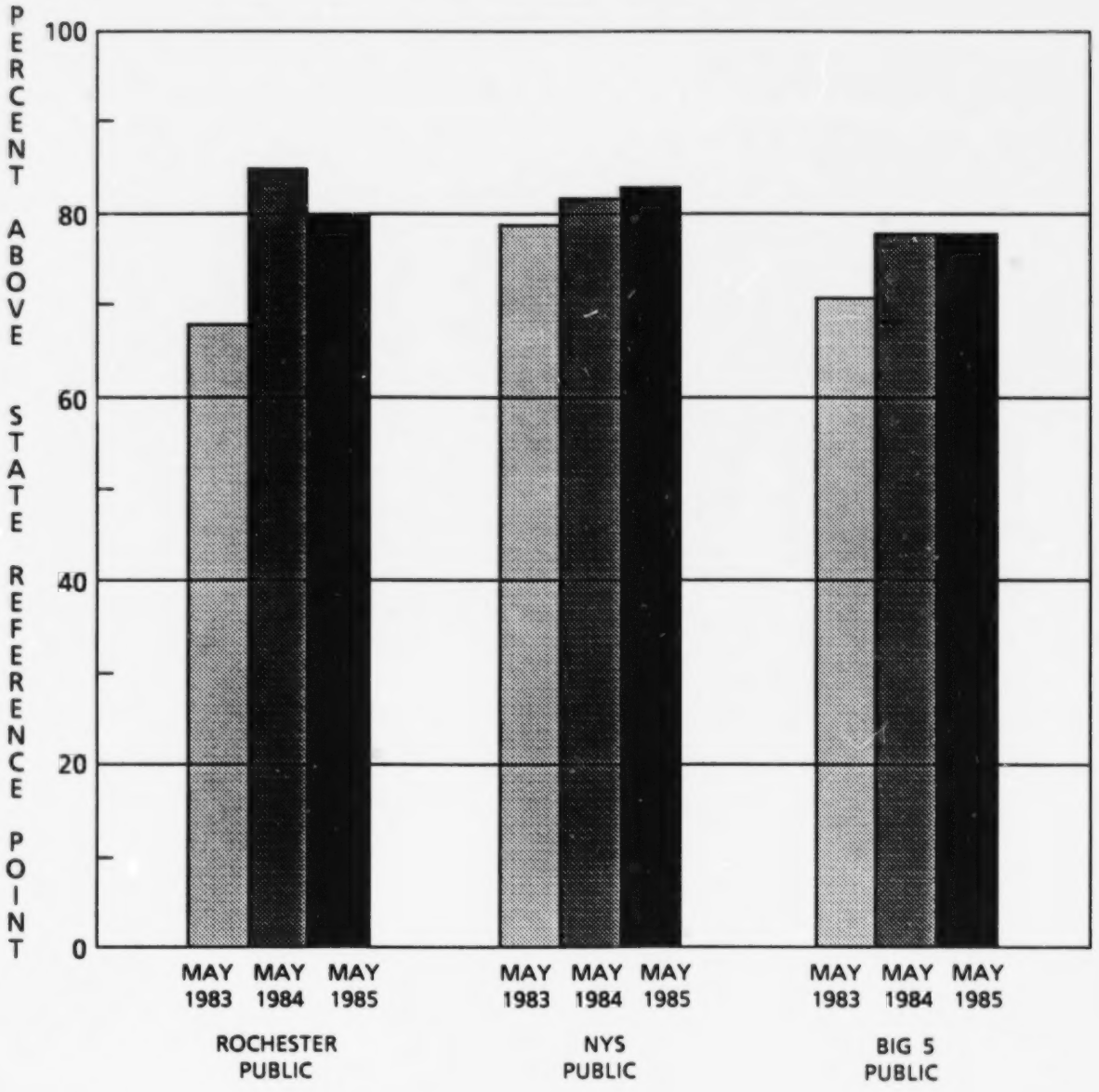
NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1983 THROUGH 1985
WRITING - GRADE 5

This figure shows the performance of District pupils on the New York State PEP Test in writing at grade 5. The test was first administered in spring 1983. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. These values are for "Total Pupils" rather than "Non-Handicapped Pupils" only. Pupils classified as Mentally Retarded are not administered this test.

The figure indicates improvement from 1983 to 1985 in performance of District pupils, public school pupils statewide, and public school pupils in the "Big 5" cities. The rate of improvement of District pupils exceeded that of the other two groups. While performance of the state and "Big 5" groups exceeded that of the District in 1983, District pupils surpassed both these groups in 1984. District performance exceeded that of public school pupils in the "Big 5" cities in 1985, and was three percentage points lower than that of public school pupils statewide.

FIGURE 85-C-25

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1983 THROUGH 1985
WRITING - GRADE 5



This test was not offered before May 1983.

Data values for this figure are found in Table 85-C-28.

FIGURE 85-C-26

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1985
READING - GRADE 6

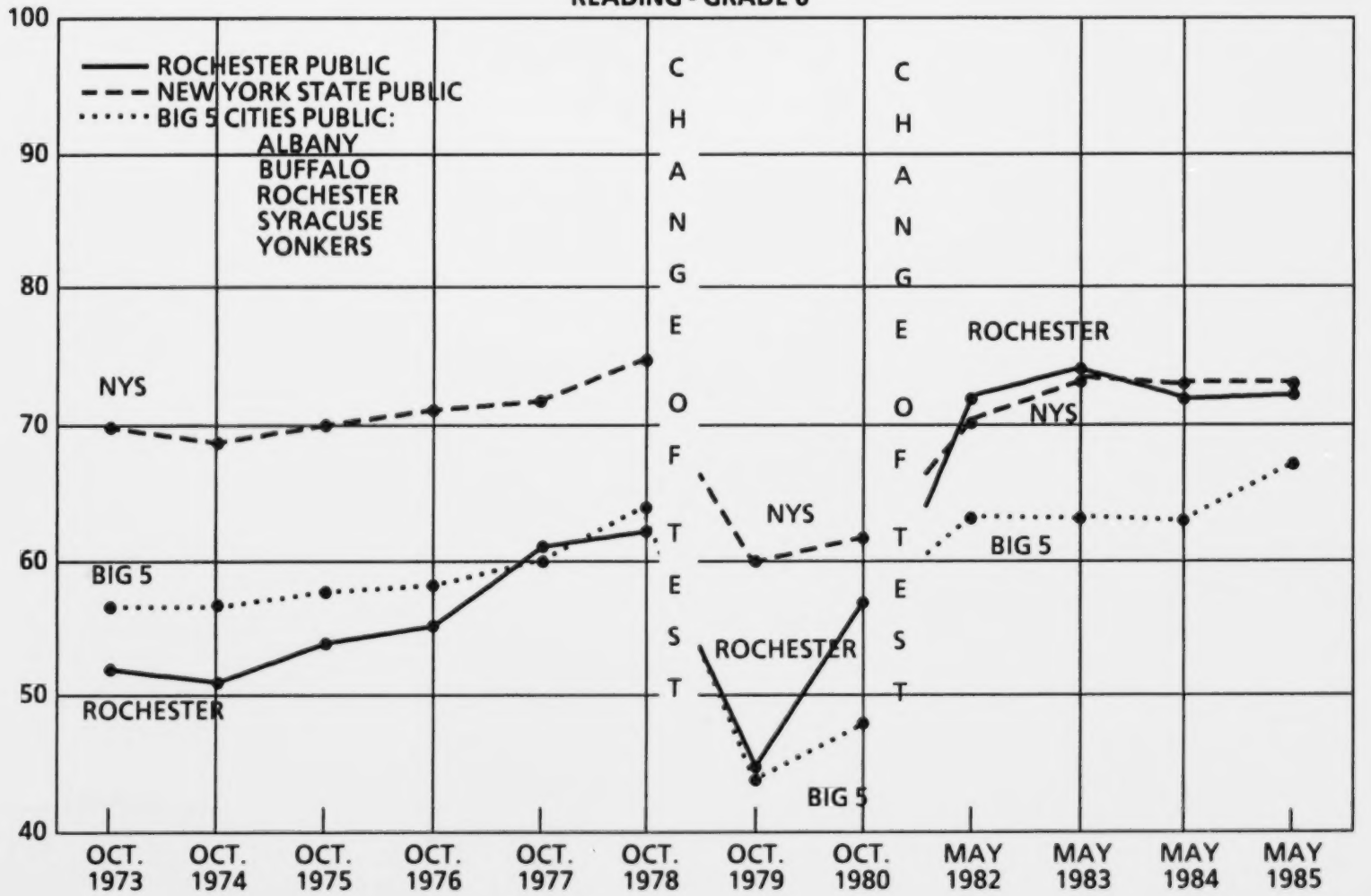
This figure shows the performance of District pupils on the New York State PEP Test in reading at grade 6 for 1973 through 1985. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Total Pupils" and "Non-Handicapped Pupils." The figures shown here reflect "Total Pupils," data which is more comparable with that of previous years. Pupils classified as Mentally Retarded are not given this test.

In 1973 Rochester showed approximately 50 percent of its pupils scoring above the state reference point, and ranked lower than both the "Big 5" cities and statewide public school groups. Performance generally improved over the period and, at PEP testing in May 1982, performance of District sixth graders exceeded that of public school pupils both statewide and in the "Big 5" cities. District performance continued to exceed that of the "Big 5" cities through 1985. District performance also exceeded that of New York State in 1983, and was one percentage point lower than the state's in 1984 and 1985.

This test was changed between the 1978-79 and 1979-80 school years. It was changed again and moved to spring administration in the 1982-83 school year. Also, the State has changed its guidelines on inclusion of Special Education pupils at various times. For these and other reasons, the relationship between District results and those of the state and "Big 5" in a given year may be more meaningful than year to year comparisons.

FIGURE 85-C-26

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1985
READING - GRADE 6



Data values for this figure are found in Table 85-C-28.

FIGURE 85-C-27

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1985
MATHEMATICS - GRADE 6

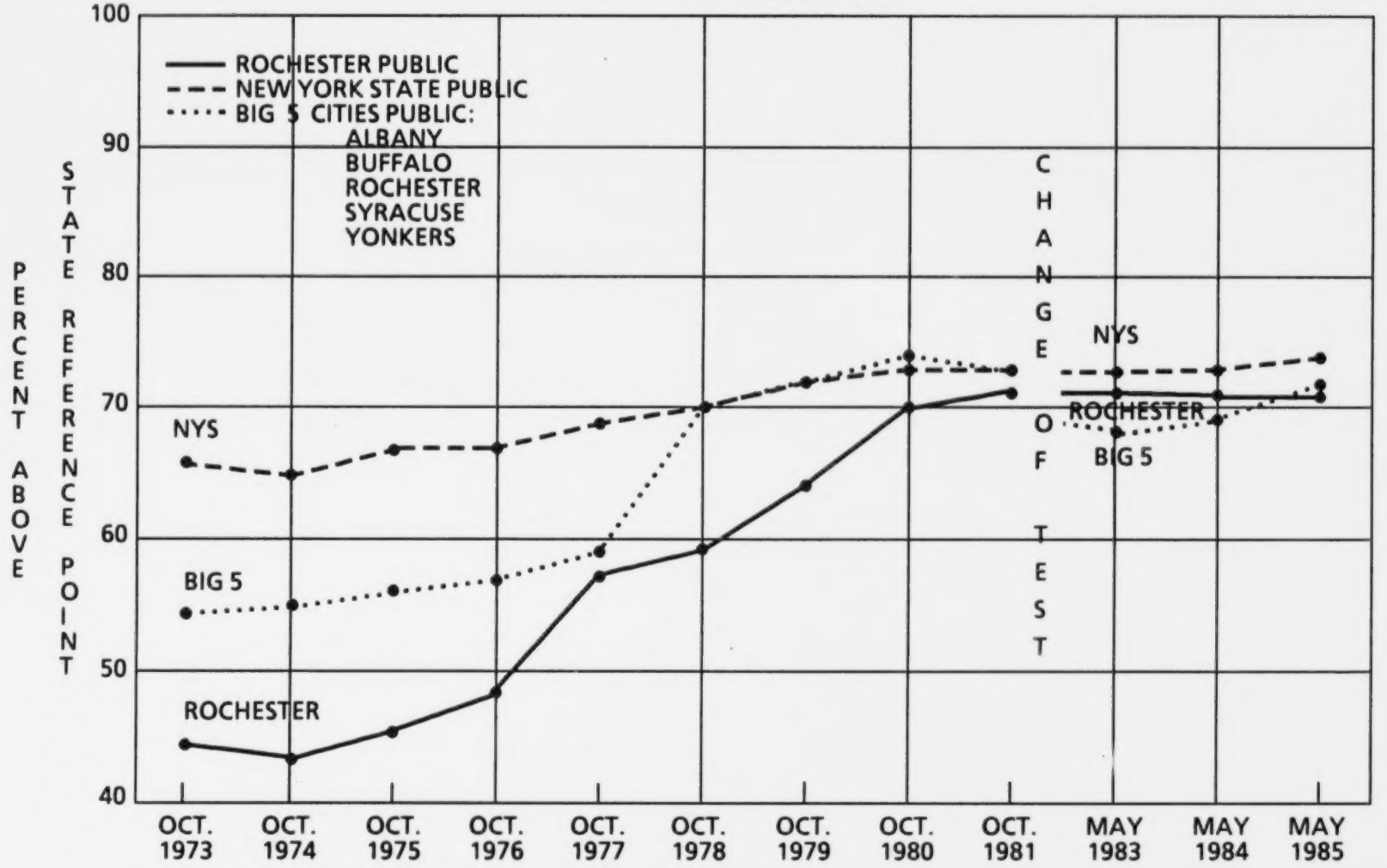
This figure shows the performance of District pupils on the New York State PEP Test in mathematics at grade 6 from 1973 through 1985. District pupils' performance is compared to that of public school pupils statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Total Pupils" and "Non-Handicapped Pupils." The figures shown here reflect "Total Pupils," data which is more comparable with that of previous years. Pupils classified as Mentally Retarded are not given this test.

The figure indicates improvement in performance for public school pupils in Rochester, the "Big 5" cities, and New York State. The rate of improvement among local pupils exceeds that of either the state or "Big 5" cities groups. Prior to 1983, District achievement was lower than that of the two other groups, but exceeded the performance of both groups in 1983 and 1984. In 1985, District performance was one percentage point below that of the "Big 5," and three points lower than that of pupils statewide.

This test was changed and moved to spring administration in the 1982-83 school year. Also, the State has changed its guidelines on inclusion of Special Education pupils at various times. For these and other reasons, the relationship between District results and those of the state and "Big 5" cities in a given year may be more meaningful than year to year comparisons.

FIGURE 85-C-27

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1985
MATHEMATICS - GRADE 6



Data values for this figure are found in Table 85-C-28.

TABLE 85-C-28

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1985

This table shows the performance of District pupils on the New York State PEP Tests in reading and mathmetics at grades 3 and 6 for 1973 through 1985, and in writing at grade 5 for 1983 through 1985. District students' performance is compared to that of public school students statewide and in the "Big 5" cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The table shows percentages of pupils scoring above the state reference point. In 1983, the State Education Department's reports began to distinguish between "Total Pupils" and "Non-Handicapped Pupils." The figures shown here reflect "Total Pupils," data which is more comparable with that of previous years. Pupils classified as Mentally Retarded are not given these tests.

This table contains the values of the information displayed graphically in Figures 85-C-23 through 85-C-27. The individual descriptions which accompany these figures interpret these values.

KU3846

TABLE 85-C-28

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1985

SUBJECT AND GRADE	POPULATION	TIME OF TESTING												
		O73	O74	O75	O76	O77	O78	O79	O80	O81	M82	M83	M84	M85
READING 3	RCSD	59	65	68	71	78	80	84	89	89	NA	78	77	73
	NYS	75	77	79	81	83	85	87	87	87	NA	73	74	74
	BIG 5	66	70	73	73	74	80	82	83	82	NA	64	67	69
MATHEMATICS 3	RCSD	65	65	68	71	77	79	81	88	86	NA	78	77	73
	NYS	80	82	84	85	85	88	89	87	88	NA	76	77	78
	BIG 5	73	75	77	77	79	86	87	89	88	NA	72	74	77
WRITING 5	RCSD											68	85	80
	NYS	TEST FIRST ADMINISTERED MAY 1983										79	82	83
	BIG 5											71	78	78
READING 6	RCSD	52	51	54	55	61	62	45	57	NA	72	74	72	72
	NYS	70	69	70	71	72	75	60	62	NA	70	73	73	73
	BIG 5	57	57	58	58	60	64	44	48	NA	63	63	63	67
MATHEMATICS 6	RCSD	44	43	45	48	57	59	64	70	71	NA	71	71	71
	NYS	66	66	67	67	69	70	72	73	73	NA	73	73	74
	BIG 5	54	55	56	57	59	70	72	74	73	NA	68	69	72

O = October; M = May.

These are the values shown in Figures 85 - C - 23 through 85 - C - 27. Double vertical lines indicate change of test series.

FIGURE 85-C-29

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINTS
GRADE 8
READING AND WRITING
OCTOBER 1980 THROUGH OCTOBER 1984

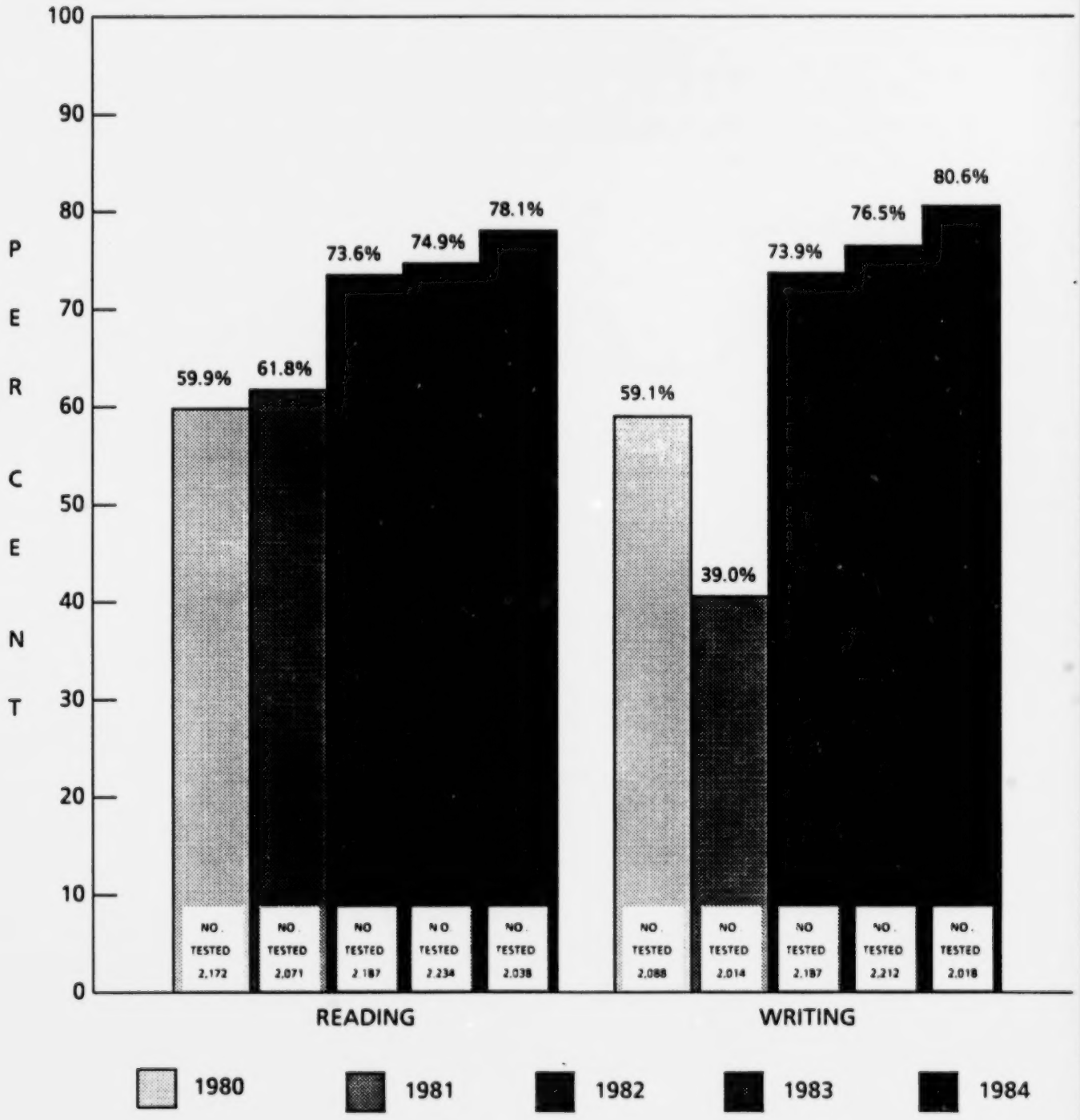
This figure shows, for the fall 1980 through 1984 Preliminary Competency Tests in reading and writing, the percentage of all non-Special-Education grade 8 students taking the tests who scored above the state reference point.

More than 2,000 students were tested in each of these administrations. In reading, the percentage who scored above the state reference point increased from approximately 60 percent in 1980 and 1981, to nearly 75 percent in 1982 and 1983, and to approximately 80 percent in 1984. In writing, the percentage declined from 60 percent in 1980 to less than 40 percent in 1981, then increased to nearly 75 percent in 1982 and 1983, and to more than 80 percent in 1984.

The analysis in this figure excludes all full-time Special Education students, as well as any student not in grade 8 who was tested. Also excluded are students tested in any make-up tests later than October. After October 1981, Special Education Resource students (except Speech Resource students) are not included in this figure. Beginning with October 1982, the test performance of these Resource students is reflected in Figure 85-C-30.

FIGURE 85-C-29

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINTS
GRADE 8
READING AND WRITING
OCTOBER 1980 THROUGH OCTOBER 1984



Excludes Special Education students.

FIGURE 85-C-30

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINTS
SPECIAL EDUCATION - ANY GRADE
READING AND WRITING
OCTOBER 1980 THROUGH OCTOBER 1984

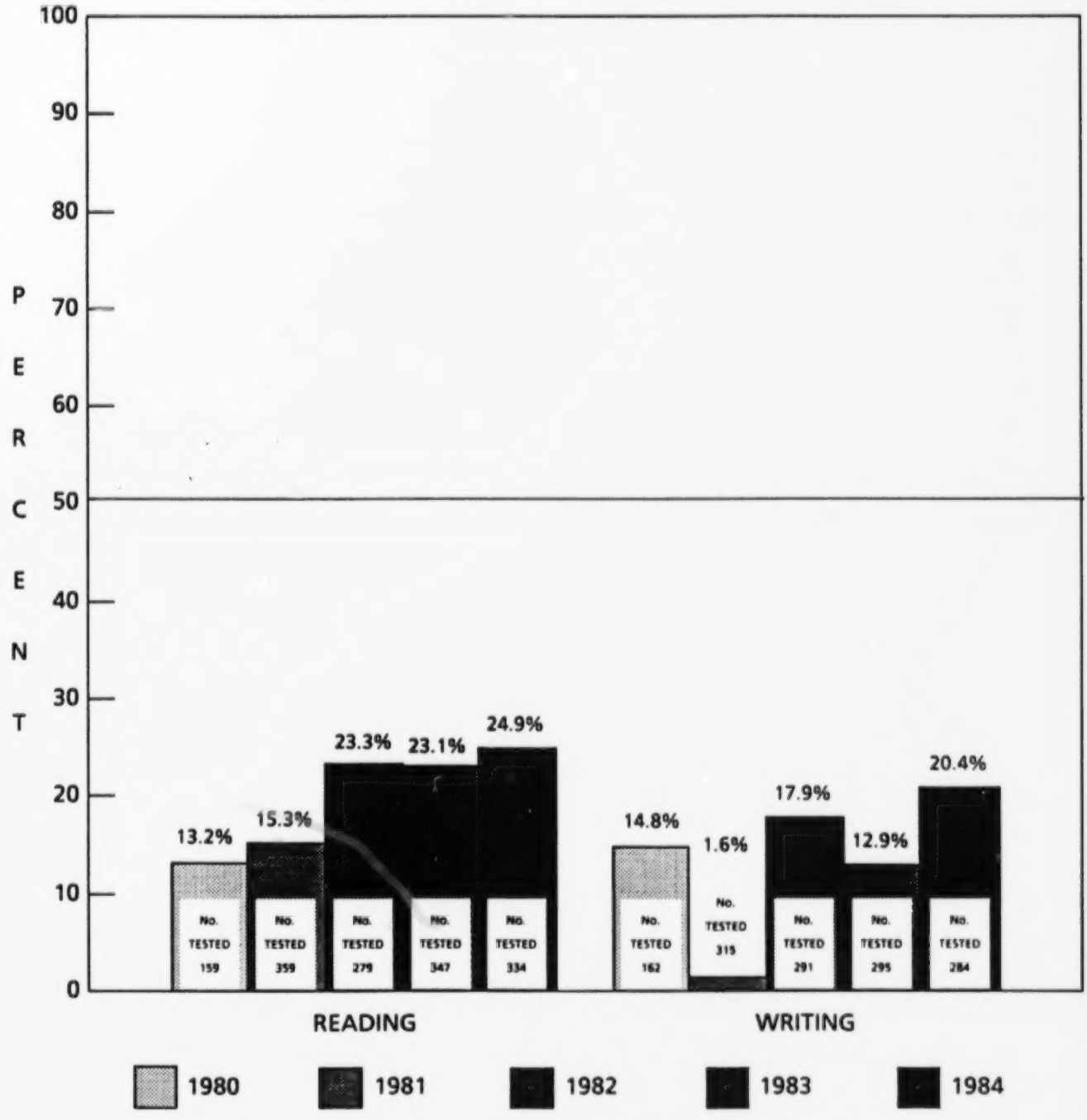
This figure shows, for the fall 1980 through 1984 Preliminary Competency Tests in reading and writing, the percentage of Special Education students taking the tests (in all grades, including NG) who scored above the state reference point. Educable Mentally Retarded (EMR) and Trainable Mentally Retarded (TMR) students do not take the tests; these are the only categories which have been exempted regularly throughout the period.

In October 1980, the number tested in each subject was approximately 160. In October 1981 through 1984, the number tested in each subject ranged from 279 to 359. The percentage of students tested who scored above the reference point in reading increased steadily over the five years, from 13 to 25 percent. In writing the percentage increased unevenly, from 15 percent in 1980 to 20 percent in 1984.

The analysis in this figure excludes students tested in any make-up tests later than October. Because of State Education Department guidelines, substantially more of the Special Education population was tested in October 1981 than in October 1980. In addition, between October 1981 and October 1982 Resource students (except Speech Resource) were added to this analysis and eliminated from Figure 85-C-29.

FIGURE 85-C-30

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINTS
SPECIAL EDUCATION - ANY GRADE
READING AND WRITING
OCTOBER 1980 THROUGH 1984



120

FIGURE 85-C-31

PERCENTAGE OF DIPLOMA CANDIDATES
MEETING REGENTS COMPETENCY REQUIREMENTS
FOR GRADUATION
1979-80 THROUGH 1984-85

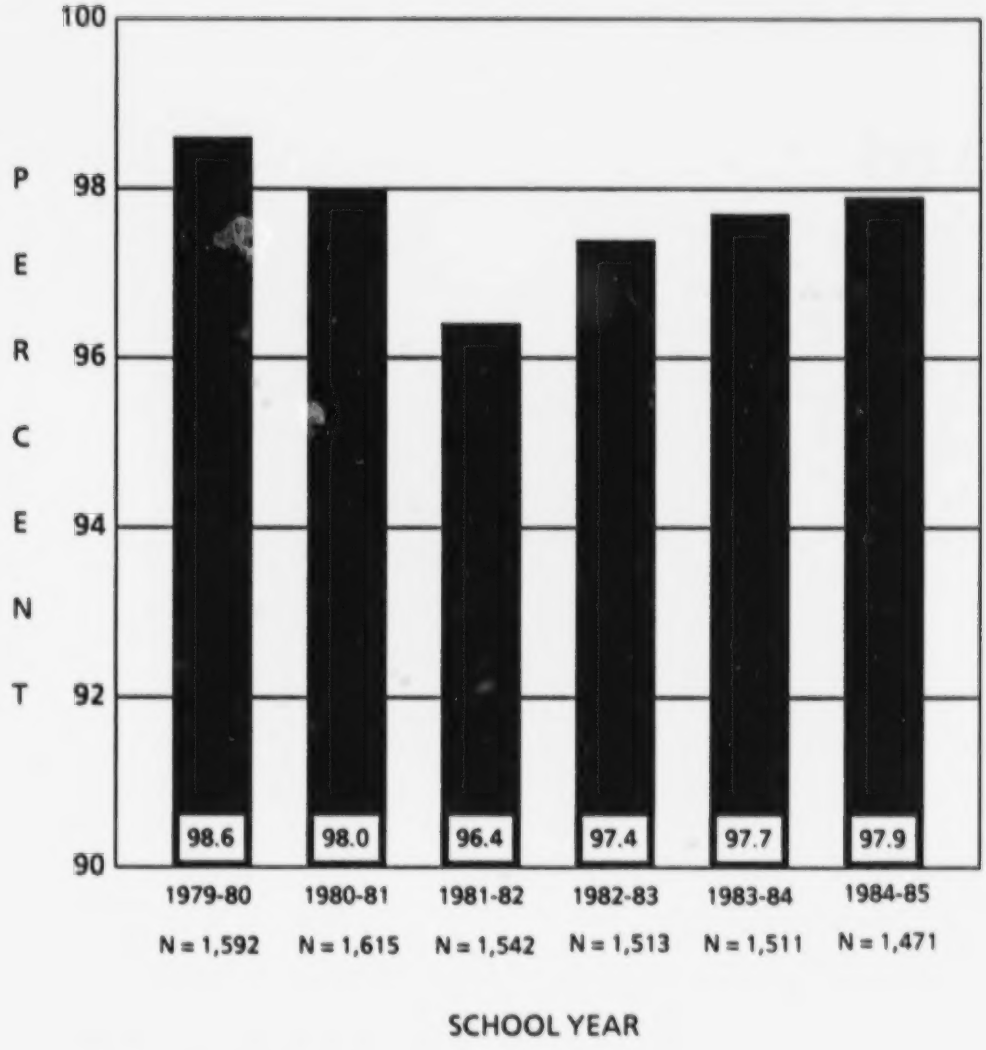
This figure shows the percentages of potential graduates who met graduation requirements under the Regents Competency plan. Students meeting these requirements passed the Regents Competency Tests, passed a Regents examination in the relevant subject, or obtained a satisfactory score on either the Scholastic Aptitude Test or American College Testing program.

Data for 1980 and 1981 includes a number of students who, under State graduation requirements, were allowed to substitute passing Basic Competency Tests for passing Regents Competency Tests.

The proportion of students meeting Regents Competency requirements reached a six-year low of 96.4 percent in 1981-82, and has risen steadily since that time to 97.9 percent in 1984-85.

FIGURE 85-C-31

PERCENTAGE OF DIPLOMA CANDIDATES MEETING REGENTS COMPETENCY REQUIREMENTS FOR GRADUATION 1979-80 THROUGH 1984-85



N indicates number of diploma candidates.

Source of data: High School Graduation Report forms sent by the schools to the State Education Department.

TABLE 85-C-32

REGENTS COMPETENCY TESTS
JANUARY AND JUNE ADMINISTRATIONS
1985

This figure shows the numbers and percentages of District students who were administered the Regents Competency Tests and who passed or failed them in each of the basic subjects. In all three of the basic skills at grades 11 and 12, a larger number of students are administered the test in January than in June. Students have multiple opportunities to take and pass the Regents Competency Tests. For this reason, percentages in the June administration for grade 12 are based on a relatively small number of students and include those who previously failed.

In the June administration, 17 grade 12 students failed Reading, 13 failed Writing, and 11 failed Mathematics.

TABLE 85-C-32

REGENTS COMPETENCY TESTS
JANUARY AND JUNE ADMINISTRATIONS
1985

SUBJECT	GRADE	JANUARY ADMINISTRATION				JUNE ADMINISTRATION			
		NUMBER WRITTEN	NUMBER PASSED	PERCENT PASSED	NUMBER FAILED	NUMBER WRITTEN	NUMBER PASSED	PERCENT PASSED	NUMBER FAILED
READING	11	1,389*	1,269*	91.4*	120	165	105	63.6	60
	12	114	104	91.2	10	47	30	63.8	17
	TOTAL	1,503	1,373	91.4	130	212	135	63.7	77
WRITING	11	1,441	1,189	82.5	252	291	163	56.0	128
	12	136	98	72.1	38	65	52	80.0	13
	TOTAL	1,577	1,287	81.6	290	356	215	60.4	141
MATHEMATICS	9	137	113	82.5	24	1,123	691	61.5	432
	10	450	341	75.8	109	736	503	68.3	233
	11	596	403	67.6	193	220	99	45.0	121
	12	157	98	62.4	59	50	39	78.0	11
	TOTAL	1,340	955	71.3	385	2,129	1,332	62.6	797

* Thirteen grade 9 and 10 students (all passing) reported by alternative programs are counted with grade 11.

Attainment

SECTION D

ATTAINMENT

This section presents information, some in a historial context, on aspects of students' academic attainment, according to the following outline:

Regents and Non-Regents Placements and Outcomes . . . . . .85-D-1 through 85-D-4

Graduation Rates. 85-D-5

Regents Scholarships. 85-D-6

Scholastic Aptitude Test (SAT) and American College Testing Program Results . .85-D-7 through 85-D-11

FIGURE 85-D-1

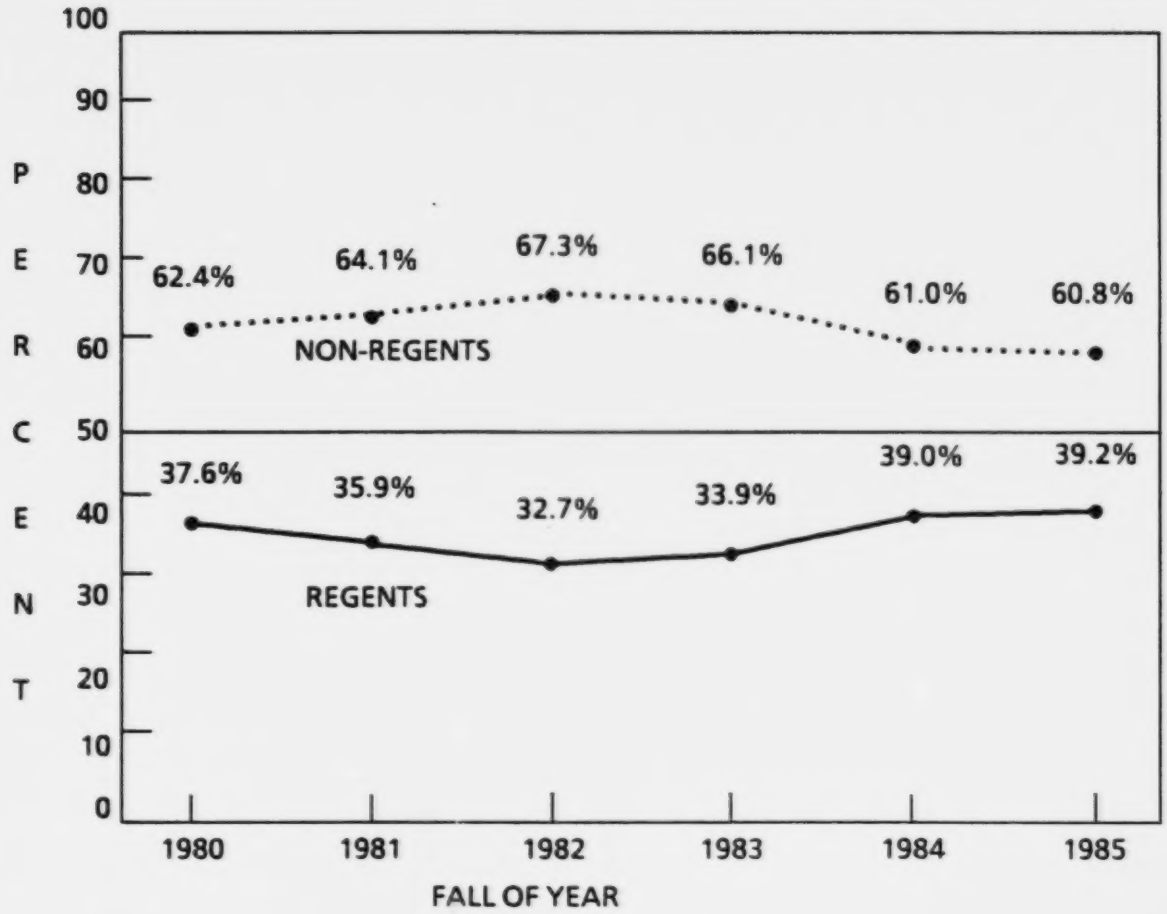
PERCENTAGE OF STUDENTS
IN REGENTS AND NON-REGENTS
NINTH-GRADE SOCIAL STUDIES COURSES
END OF FIRST MARKING PERIOD (EARLY NOVEMBER)
1980-81 THROUGH 1985-86

This figure indicates the proportion of students who had been placed in ninth-grade Regents and non-Regents Social Studies courses by the end of the first report card marking period, which occurs in early November, for the period 1980-81 through 1985-86. Edison is excluded from this analysis because of irregularities in student placement in ninth-grade Social Studies courses. School Without Walls is not part of the data shown. Most alternative programs are included.

The figure indicates that Regents placement dropped each year from 40.2 percent in fall 1980 to 32.7 percent in fall 1982, then increased each year to 39.2 percent in fall 1985. Non-Regents placement increased from 62.4 percent in fall 1980 to 67.3 percent in fall 1982, then decreased to 60.8 percent in fall 1985.

FIGURE 85-D-1

**PERCENTAGES OF STUDENTS
IN REGENTS AND NON-REGENTS
NINTH-GRADE SOCIAL STUDIES COURSES
END OF FIRST MARKING PERIOD (EARLY NOVEMBER)
1980-81 THROUGH 1985-86**



Edison is excluded from the analysis. (See description at left.)

FIGURE 83-D-2

COURSE ENROLLMENTS
IN CORE ACADEMIC SUBJECTS
GRADES 9-12
1984-85

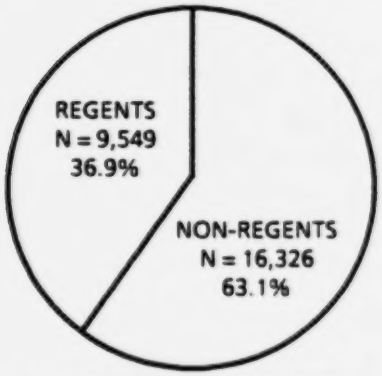
This figure presents several views of enrollments in the core academic subjects (English, Mathematics, Social Studies, Science) at grades 9-12. Only those courses which were judged to be either Regents or non-Regents are included in the analysis. However, certain courses (such as the two-year Algebra I and II sequence, and the Unified Science courses) which had been categorized as "neither" in previous school years were assigned either Regents or non-Regents status this year.

The first view shows the numbers and percentages of these course enrollments which are Regents and which are non-Regents. The second view shows the number and percentages of Caucasian and non-Caucasian student enrollments in these courses. The third view shows the percentages of Regents and non-Regents enrollment among Caucasian students, and among non-Caucasian students.

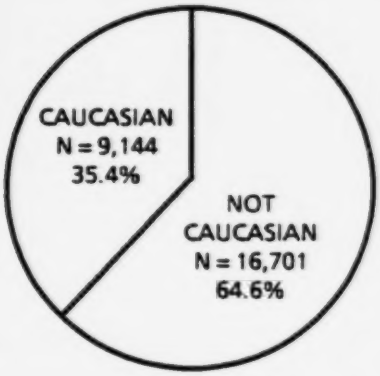
Of these course enrollments, 9,549 (36.9%) are in Regents courses and 16,326 (63.1%) are in non-Regents courses. Of these same course enrollments (less 30 with no ethnic codes), 9,144 (35.4%) represent Caucasian students, and 16,701 (64.6%) represent non-Caucasian students. More than half the core courses taken by these Caucasian students are Regents courses (55.2%), while slightly more than one in four of the courses taken by the non-Caucasian students are Regents (26.9%).

FIGURE 85-D-2

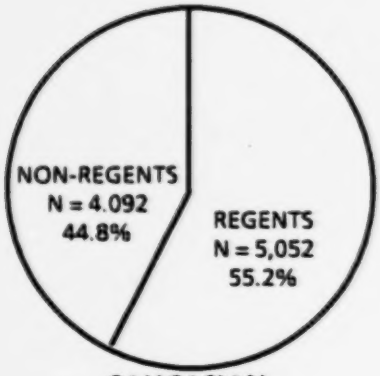
COURSE ENROLLMENTS
IN CORE ACADEMIC SUBJECTS
GRADES 9-12
1984-85



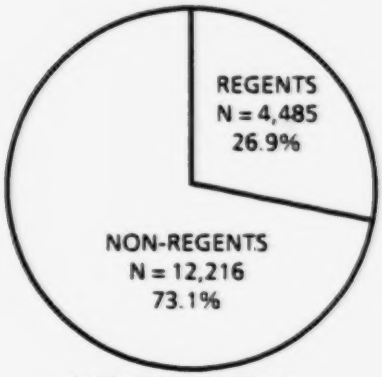
REGENTS / NON-REGENTS*



ETHNIC



CAUCASIAN



NOT CAUCASIAN

These four analyses exclude ninth-grade Social Studies courses at Edison because of irregularities in student placement.

* Includes 30 course enrollments by students with no ethnic code.

TABLE 85-D-3

REPORT CARD MARKS AND FAILING MARKS
NUMBERS AND PERCENTAGES
FINAL MARKS JUNE 1985

This table shows an analysis of final report card marks in June 1985 for grades 9 through 12 English, Mathematics, Social Studies, and Science courses. The analysis also incorporates the non-Regents and Regents placement distinction for each subject at each grade level. A number of courses (such as the two-year Algebra I and II sequence) which have previously been omitted from this analysis because they were not clearly non-Regents or Regents have been assigned to one of these categories and included this year. The number of students receiving final failing marks and the percentage which this represents of all non-Regents or Regents marks at that grade and subject are also provided.

With the exception of grade 10 Mathematics and grade 11 Social Studies courses, the proportion of students in non-Regents classes receiving failing final marks exceeds that of students in Regents classes. This uneven distribution of failing marks is most evident in grade 9 and 10 English courses and grade 11 Science courses, where non-Regents students' failure rates are at least double those of Regents students. The highest percentages of failures in all subjects, both non-Regents and Regents, are found at grade 9, with two exceptions (grade 10 Regents Mathematics, which is the culmination of the Algebra I and II sequence, and grade 11 non-Regents Social Studies).

In grade 9 the percentages of non-Regents and Regents failures are 34.7 and 17.1 respectively in English, 42.6 and 25.7 in Mathematics, 37.2 and 20.4 in Social Studies, and 33.9 and 22.6 in Science.

TABLE 85-D-3

REPORT CARD MARKS AND FAILING MARKS
NUMBERS AND PERCENTAGES
FINAL MARKS JUNE 1985

SUBJECT	*GRADE 9 COURSES						GRADE 10 COURSES					
	NON-REGENTS			REGENTS			NON-REGENTS			REGENTS		
	TOT. NUM.	NUM. FAIL	PCT. FAIL	TOT. NUM.	NUM. FAIL	PCT. FAIL	TOT. NUM.	NUM. FAIL	PCT. FAIL	TOT. NUM.	NUM. FAIL	PCT. FAIL
ENGLISH	1,412	490	34.7	1,095	187	17.1	1,134	319	28.1	893	111	12.4
MATHEMATICS	2,222	947	42.6	672	173	25.7	1,218	298	24.5	908	338	37.2
*SOCIAL STUDIES	1,281	477	37.2	891	182	20.4	1,157	346	29.9	806	146	18.1
SCIENCE	1,423	482	33.9	1,002	226	22.6	1,428	378	26.5	608	122	20.1

SUBJECT	GRADE 11 COURSES						GRADE 12 COURSES					
	NON-REGENTS			REGENTS			NON-REGENTS			REGENTS		
	TOT. NUM.	NUM. FAIL	PCT. FAIL	TOT. NUM.	NUM. FAIL	PCT. FAIL	TOT. NUM.	NUM. FAIL	PCT. FAIL	TOT. NUM.	NUM. FAIL	PCT. FAIL
ENGLISH	929	188	20.2	630	78	12.4	877	72	8.2	509	35	6.9
MATHEMATICS	846	221	26.1	338	51	15.1	307	54	17.6	165	16	9.7
SOCIAL STUDIES	1,046	179	17.1	563	123	21.8	NA			NA		
SCIENCE	846	201	23.8	292	33	11.3	200	47	23.5	177	22	12.4

Honors courses are counted with Regents, while Basic Skills courses are counted with non-Regents.
Electives, including Advanced Placement, and remedial courses are excluded.
* Analyses exclude ninth-grade Social Studies courses at Edison, because of irregularities in student placement.

FIGURE 85-D-4

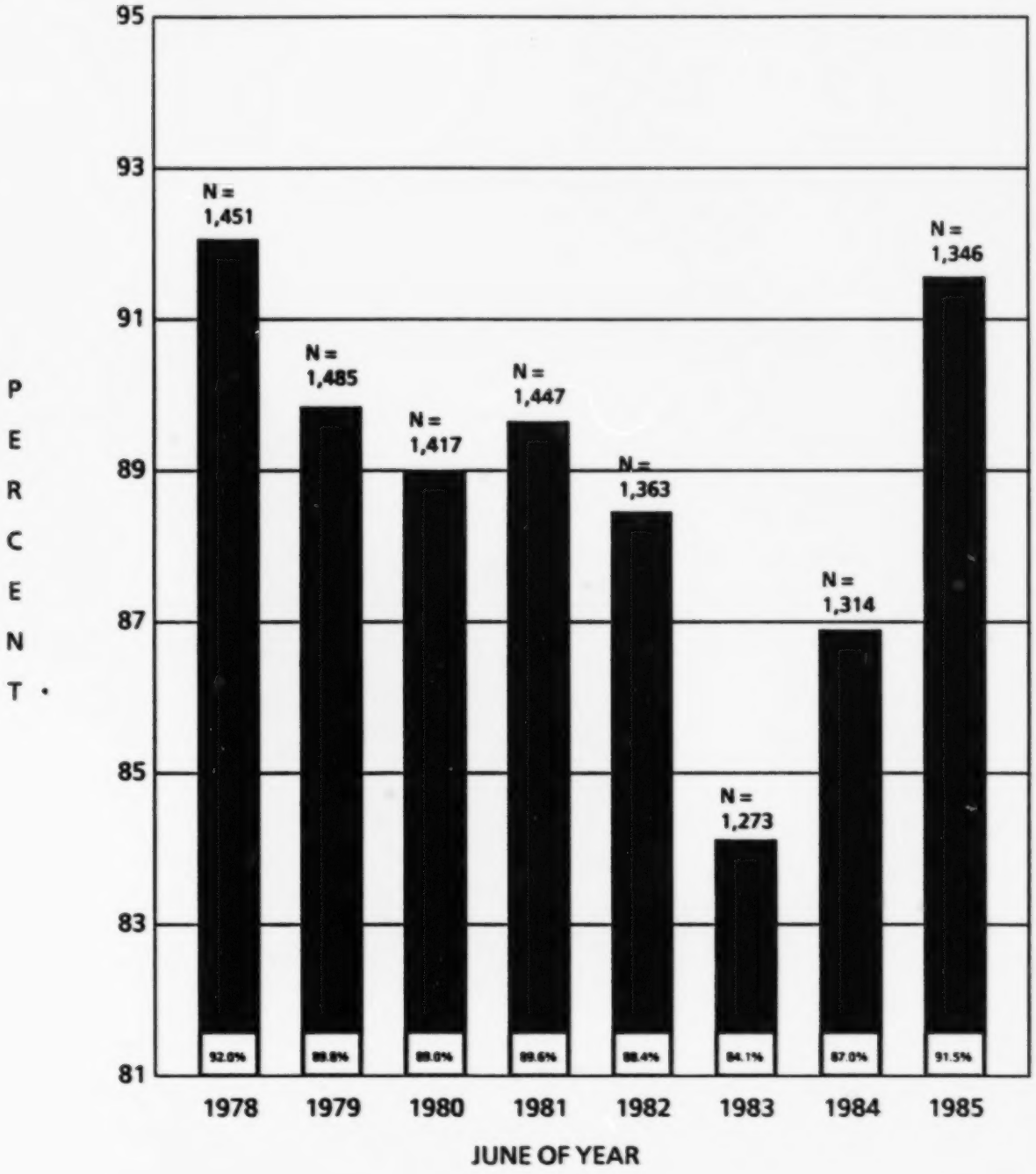
PERCENTAGES
OF SENIORS GRADUATED
JUNE 1978 THROUGH JUNE 1985

This figure shows the percentages of seniors (diploma candidates) who graduated from June 1978 through June 1985. Data since 1980 is based on summaries of information sent by the schools to the State Education Department on the "High School Graduation Report" form. The analysis includes forms submitted by diploma-granting schools (for the most part, the comprehensive high schools), and includes Madison, Wilson, School Without Walls and Edison in the appropriate years.

The percentage of seniors graduated has declined unevenly, from 92.0 in June 1978, to 84.1 in June 1983, then rose to 87.0 percent in June 1984 and to 91.5 percent in June 1985. The number of graduates is shown at the top of each bar.

FIGURE 85-D-4

PERCENTAGES
OF SENIORS GRADUATED
JUNE 1978 THROUGH JUNE 1985



Source of data: For years 1980 and after, data is based on the High School Graduation Report, which is sent to the State Education Department. For 1978 and 1979, data is based on reports prepared by the Director of Guidance.

FIGURE 85-D-5

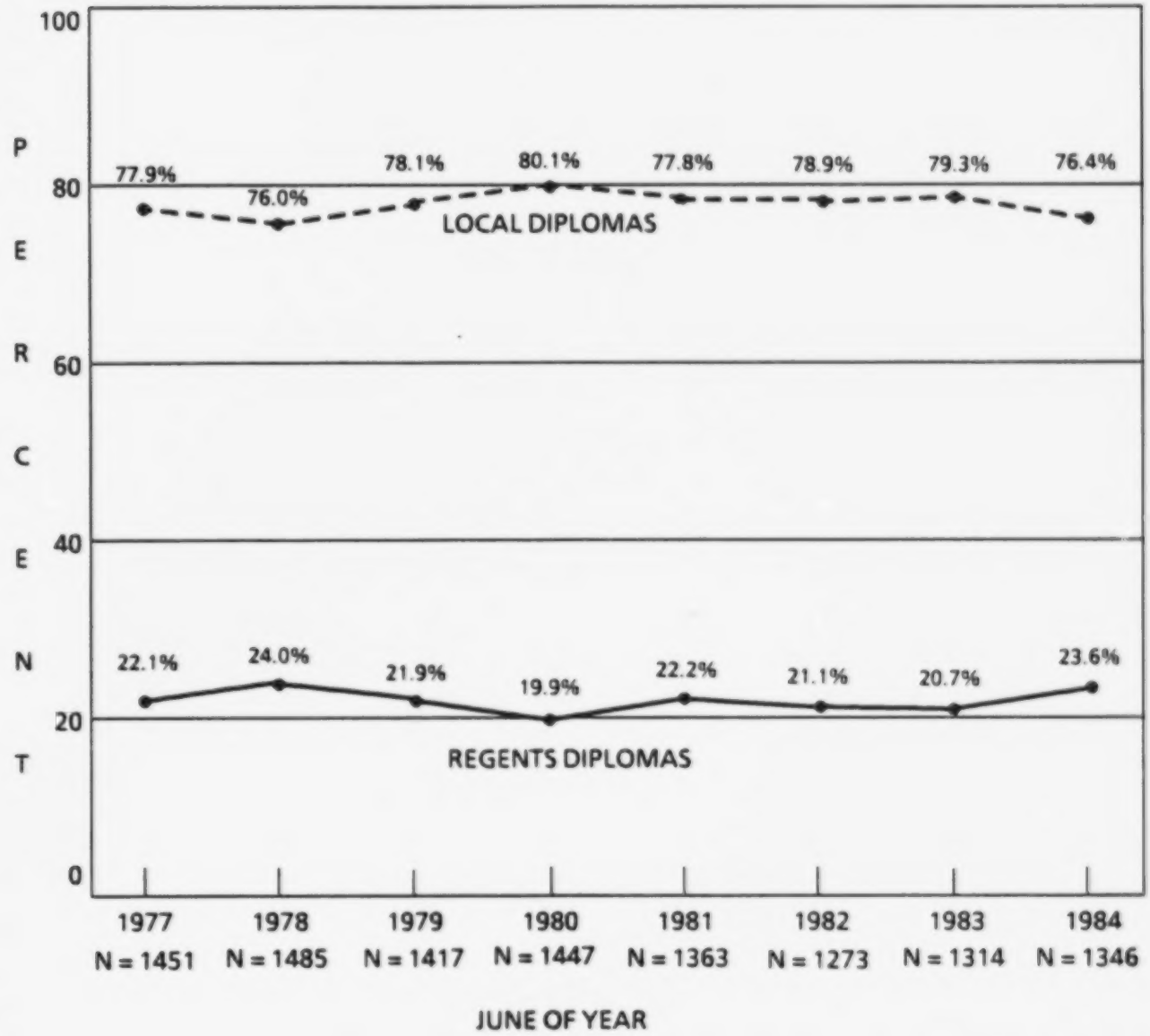
PERCENTAGES OF GRADUATES
RECEIVING REGENTS AND LOCAL DIPLOMAS
1977-78 THROUGH 1984-85

This figure shows the percentages of graduates who received Regents diplomas and local diplomas from 1977-78 through 1984-85.

The percentage of graduates receiving Regents diplomas has held constant at just over 20 percent during these eight school years. In 1984-85, the percentage rose to 23.6, close to its all-time high for this period.

FIGURE 85-D-5

PERCENTAGES OF GRADUATES RECEIVING REGENTS AND LOCAL DIPLOMAS JUNE 1978 THROUGH JUNE 1985



Source of data: For years 1980 and after, data is based on the High School Graduation Report forms sent by the schools to the State Education Department, supplemented for June 1981 by information from East High School. For 1978 and 1979, data is based on reports prepared by the Director of Guidance.

N indicates number of graduates.

FIGURE 85-D-6

REGENTS SCHOLARSHIPS
NUMBER AND PERCENTAGE OF GRADUATES
DISTRICTWIDE
1977-78 THROUGH 1984-85

This figure displays an analysis of Regents scholarships awarded over an eight-year period from 1977-78 through 1984-85. For each school year the number of District graduates, the number of Regents scholarships, and the percentage which that number represents of the year's graduates are shown.

The number of Regents scholarships awarded each school year ranged from 50 to 66. The percentage of District graduates which this number represents ranged from 3.7 percent to 4.6 percent.

TABLE 85-D-6

REGENTS SCHOLARSHIPS
NUMBER AND PERCENTAGE OF GRADUATES
DISTRICTWIDE
1977-78 THROUGH 1984-85

SCHOOL YEAR	NUMBER OF GRADUATES	NUMBER OF GRADUATES RECEIVING REGENTS SCHOLARSHIPS	PERCENTAGE OF GRADUATES RECEIVING REGENTS SCHOLARSHIPS
1977-78	1,451	58	4.0%
1978-79	1,485	50	3.7%
1979-80	1,417	54	3.8%
1980-81	1,447	66	4.6%
1981-82	1,363	50	3.7%
1982-83	1,273	58	4.6%
1983-84	1,314	60	4.6%
1984-85	1,346	57	4.2%

FIGURE 85-D-7

SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL COMPARISON
NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES
1982-83, 1983-84, 1984-85

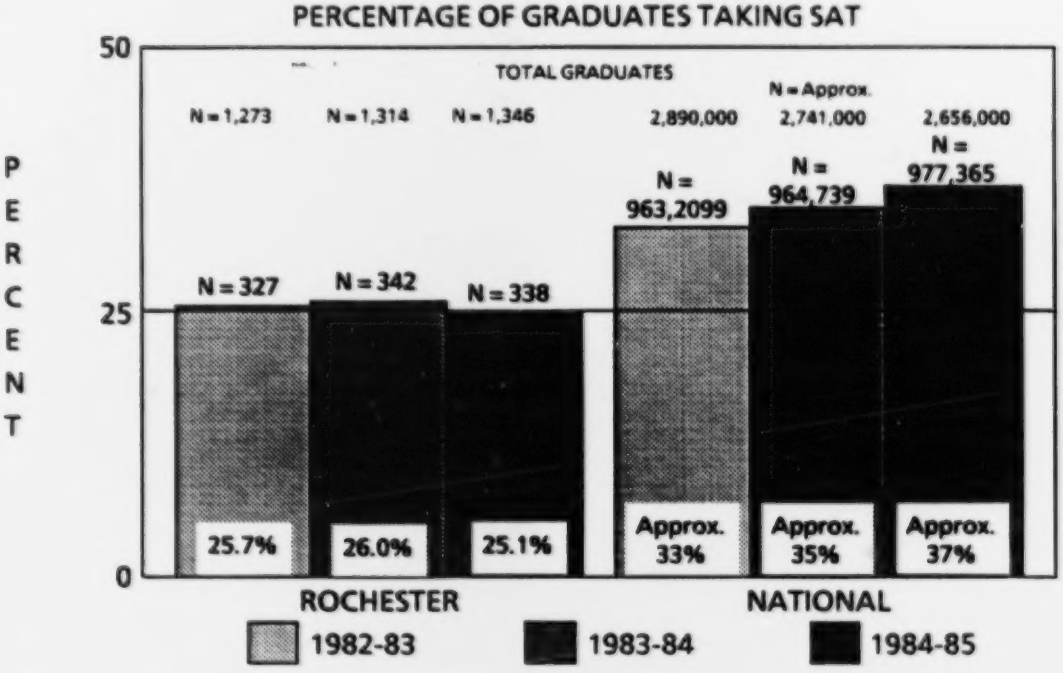
This figure shows two longitudinal comparisons of City School District graduates and the national graduate population, based on the Scholastic Aptitude Tests. The first compares the percentage of District graduates taking the SAT with the national percentage. The second compares the Verbal and Math mean scores obtained locally and nationally.

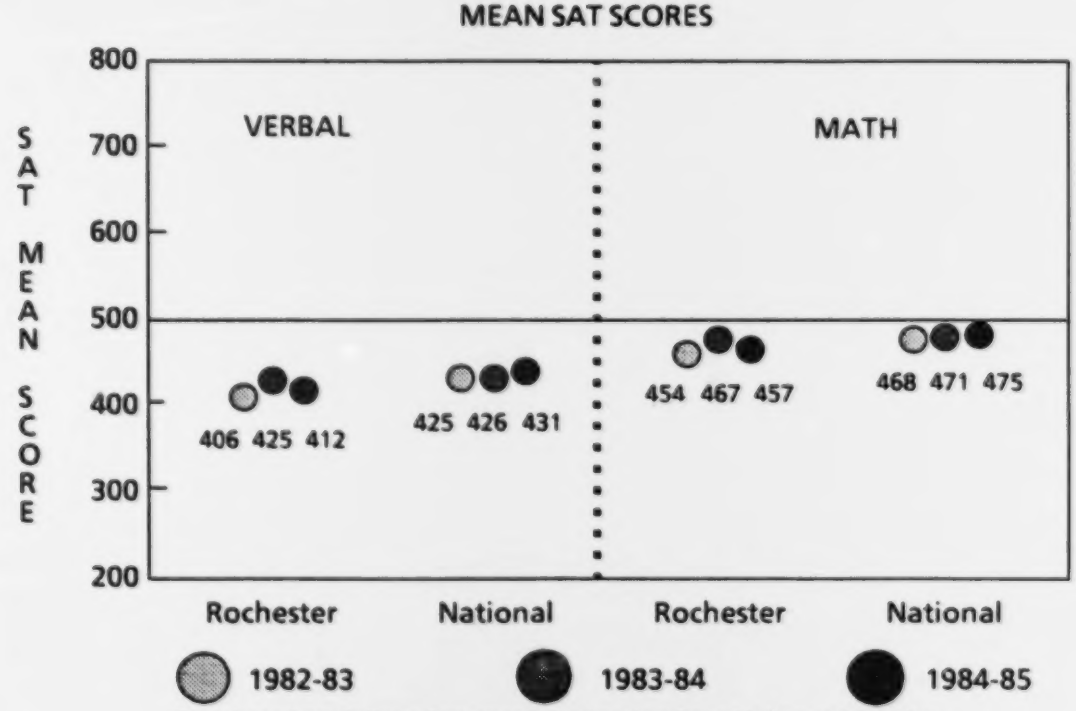
The District graduated 1,273 students during the 1982-83 school year, 1,314 in 1983-84, and 1,346 in 1984-85. Of these, 327 (25.7%) took the SAT in 1982-83. In 1983-84 and 1984-85, 342 students (26.0%) and 338 students (25.1%) took the test. During the same school years, there were approximately 2½ to 3 million high school graduates across the nation. Of these, 963,209 students (approximately 33.0%) took the SAT in 1982-83. In 1983-84 and 1984-85, 964,739 students (approximately 35%) and 977,365 students (approximately 37%) took the SAT.

In 1982-83, the mean score of District graduates on the Verbal portion of the SAT was 406, compared to a national graduate mean of 425. In 1983-84, it was 425 compared to the national 426, and in 1984-85 it was 412 compared to 431. The mean score of District graduates on the Math portion in 1982-83 was 454, compared to the national mean of 468. In 1983-84, it was 467 compared to the national 471, and in 1984-85 it was 457 compared to 475. In 1982-83, District graduates scored on the average 19 points lower than graduates nationally on the Verbal portion, and 14 points lower on the Math. In 1983-84, these average differences decreased to one point lower on Verbal and 4 points lower on Math. In 1984-85 these average differences increased, to 19 points lower on Verbal and 18 points lower on Math.

FIGURE 85-D-7

SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL COMPARISON
NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES
1982-83, 1983-84, 1984-85





Data based on College Entrance Examination Board information, plus information from National Center for Education Statistics and Rochester's High School Graduation Reports.

FIGURE 85-D-8

SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL/SELECTED COLLEGES
VERBAL

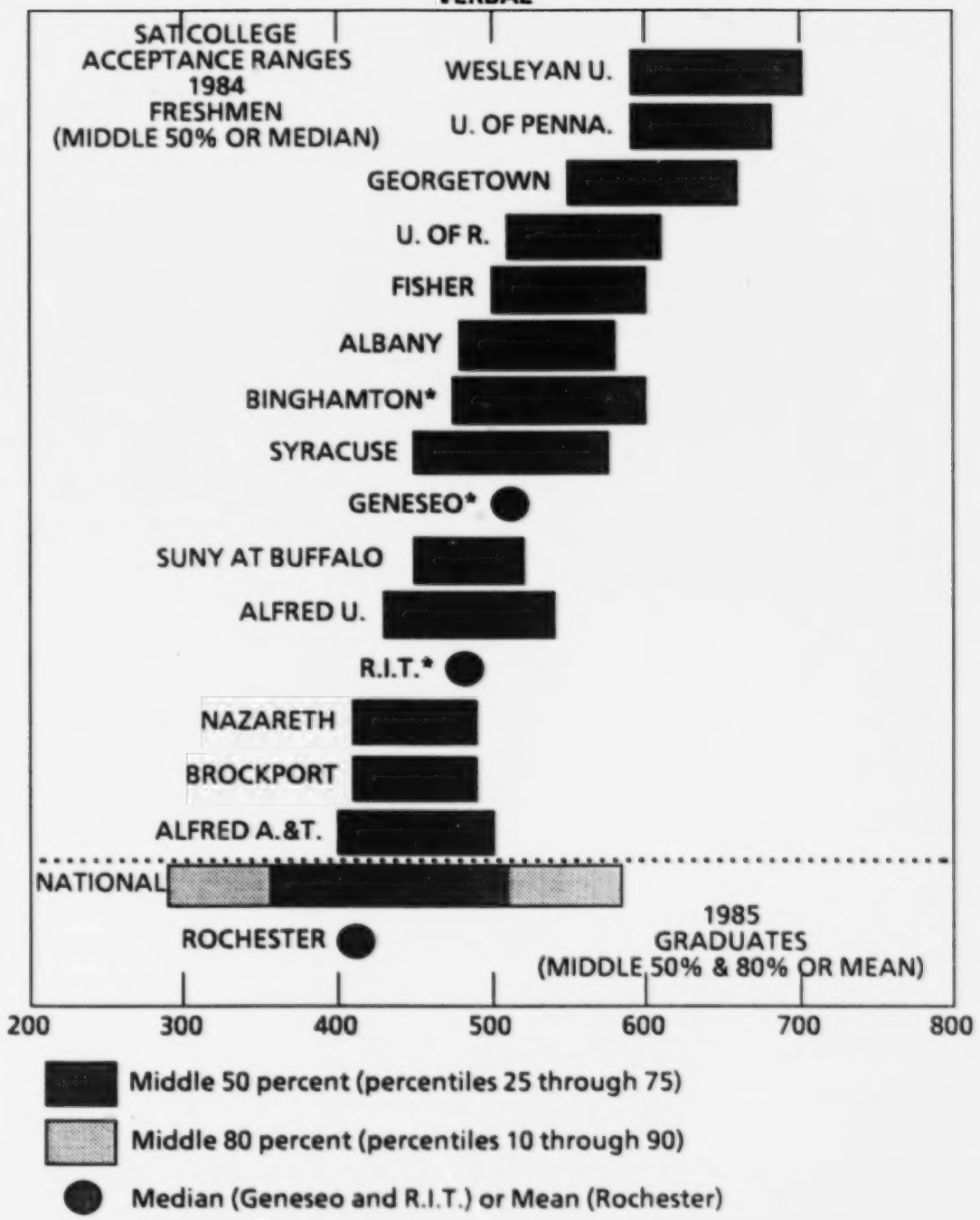
This figure shows two related sets of information based on the Verbal portion of the Scholastic Aptitude Tests recently administered to graduating seniors. The estimated score ranges of the middle 50 percent (percentiles 25 through 75) and the middle 80 percent (percentiles 10 through 90) are shown for graduates who took the SAT across the nation in 1984-85. The mean score of District graduate SAT takers is also shown; the range, which was unavailable, is probably similar to but lower than the national range. Also shown are ranges of scores for the middle 50 percent (or median scores) of freshman applicants who received acceptances from (or who enrolled in) 15 selected colleges and universities in September 1984. The 15 colleges shown are among the 19 most often designated to receive score reports by District graduates who took the SAT in 1982-83.

The mean Verbal score of District SAT takers was 412. This compares to a national mean of 431. Nationally, the range for the middle 50 percent of graduate SAT takers was 357 to 510; the range for the middle 80 percent was 291 to 586.

Ranges of scores for the middle 50 percent of 1984 college freshmen varied. Lower ranges were reported by colleges such as Brockport (410 to 490) and Nazareth (410 to 490), medium ranges by colleges such as Syracuse (450 to 575), and higher ranges by colleges such as Georgetown (550 to 660) and Wesleyan University (590 to 700).

FIGURE 85-D-8

SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL /SELECTED COLLEGES
VERBAL



Rochester and national ranges are estimated from score interval distributions. The range of Rochester scores was not available; it is probably similar to the national range, though lower.

Colleges and universities shown are 15 of the 19 most often designated by 1982-83 District SAT takers to receive reports. The other four had either open enrollment (MCC) or no data (Cornell, Buffalo State, Oswego).

*Range or median is based on freshmen enrolled rather than accepted.

FIGURE 85-D-9

SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL/SELECTED COLLEGES
MATH

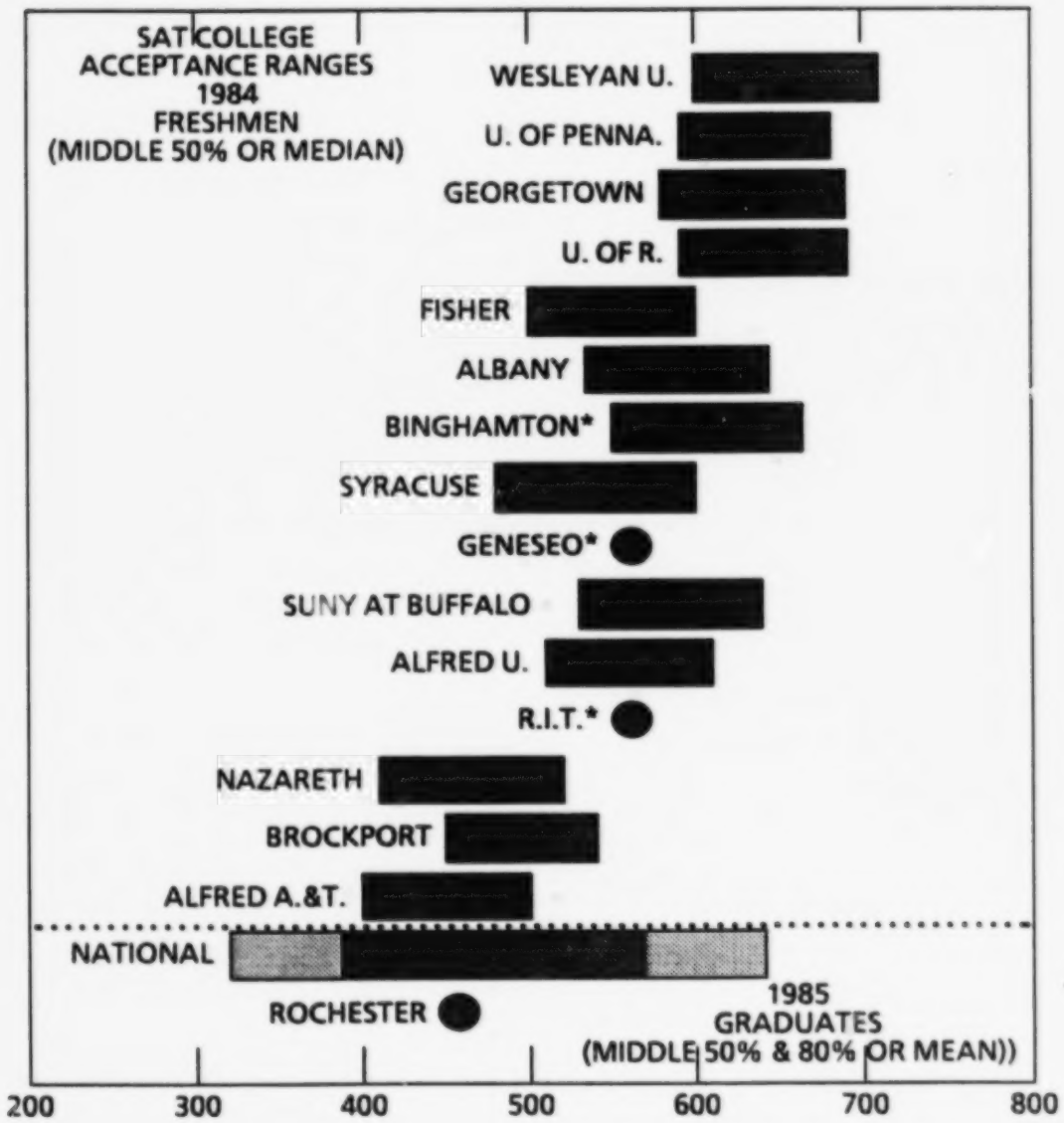
This figure shows two related sets of information based on the Math portion of the Scholastic Aptitude Tests recently administered to graduating seniors. The estimated score ranges of the middle 50 percent (percentiles 25 through 75) and the middle 80 percent (percentiles 10 through 90) are shown for graduates who took the SAT across the nation in 1984-85. The mean score of District graduate SAT takers is also shown; the range, which was unavailable, is probably similar to but lower than the national range. Also shown are ranges of scores for the middle 50 percent (or median score) of freshman applicants who received acceptances from (or who enrolled in) 15 selected colleges and universities in September 1984. The 15 colleges shown are among the 19 most designated to receive score reports by District graduates who took the SAT in 1982-83.

The mean Math score of District SAT takers was 457. This compares to a national mean of 475. Nationally, the range for the middle 50 percent of graduate SAT takers was 387 to 568; the range for the middle 80 percent was 320 to 642.

Ranges of scores for the middle 50 percent of 1984 college freshmen varied. Lower ranges were reported by colleges such as Alfred Agricultural and Technical (400 to 500) and Nazareth (410 to 500), medium ranges by colleges such as St. John Fisher (500 to 600), and higher ranges by colleges such as the University of Rochester (590 to 690) and Wesleyan University (600 to 710).

FIGURE 85-D-9

SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL /SELECTED COLLEGES
MATH



Middle 50 percent (percentiles 25 through 75)

Middle 80 percent (percentiles 10 through 90)

Median (Geneseo and R.I.T.) or Mean (Rochester)

Rochester and national ranges are estimated from score interval distributions. The range of Rochester scores was not available; it is probably similar to the national range, though lower.

Colleges and universities shown are 15 of the 19 most often designated by 1982-83 District SAT takers to receive reports. The other four had either open enrollment (MCC) or no data (Cornell, Buffalo State, Oswego).

*Range or median is based on freshmen enrolled rather than accepted.

FIGURE 85-D-10

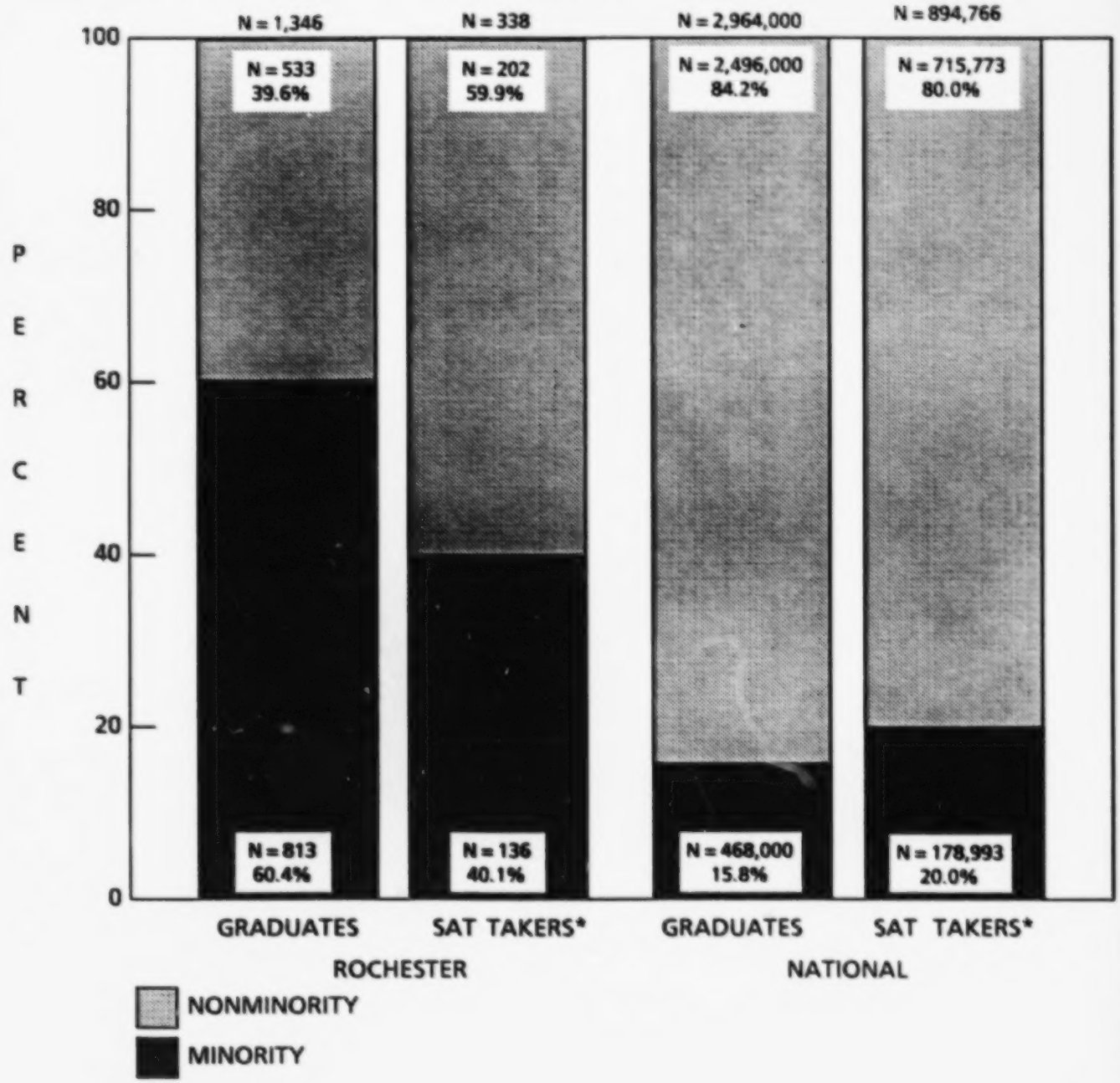
SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL COMPARISON
ETHNIC DISTRIBUTION

This figure compares the Rochester City School District with public schools nationally in regard to (1) the ethnic distribution of high school graduates, and (2) the ethnic distribution of graduates who took the Scholastic Aptitude Tests (SAT).

Of Rochester's 1,346 graduates, 813 (60.4%) were minority students. Nationally, a lower proportion of graduates (15.8%) were minorities. Of local graduates who took the SAT, it is estimated that 40.1 percent were minority students. Among the nation's graduates, 20.0 percent of those who took the SAT were minority students.

All data is from 1984-85, except data describing the nation's graduates which is from 1982-83. While the 1982-83 information is the latest available from the National Center for Education Statistics, the ethnic distribution of graduates may have varied slightly since that time.

FIGURE 85-D-10
SCHOLASTIC APTITUDE TESTS
ROCHESTER/NATIONAL COMPARISON
ETHNIC DISTRIBUTION
1984-85



*SAT takers (Verbal and/or Math) declaring ethnicity. (See note below concerning Rochester.)

SAT data is for 1984- 85 and is based on College Entrance Examination Board publications and specific data for Rochester. Rochester percentages minority and nonminority were estimated from analogous data sources. National graduate data is for 1982-83 and from National Center for Education Statistics (based on U.S. Department of Labor statistics). Rochester graduate data is based on estimates from various local data sources.

TABLE 85-D-11

AMERICAN COLLEGE TESTING PROGRAM (ACT)
ROCHESTER/NATIONAL COMPARISON
NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES
1981-82 THROUGH 1984-85

This table presents longitudinal information on City School District students and the national student population, based on the American College Testing Program (ACT) administered during the school years 1981-82 through 1984-85. The number taking the tests is shown (an approximation for the national figure), along with the mean Composite Score which is a combination of scores for subtests in English, Mathematics, Social Studies and Natural Sciences. In addition, the percentage of minority students taking the tests is reported (computed based on those who responded to the question on ethnicity). Finally, a breakdown of the mean Composite Score is shown for Caucasian American/White and for minority students. This last analysis is longitudinal, but data for the Rochester and national groups is not available from the same school years.

Nationally, approximately 740,000 to 850,000 students took the ACT's each year of the analysis, while the number of Rochester ACT takers ranged from 74 to 180. Rochester students' scores ranged from 1.7 to 4.2 standard score points lower than national scores (on a scale of 1 to 32). While the percent minority taking the ACT ranged from 13 to 15 percent nationally, Rochester's values ranged from 41 to 66 percent -- a minimum of 27 and a maximum of 41 percentage points higher than the national. In 1981-82, national scores averaged 19.9 for Caucasian students and 14.0 for minority students (a difference of approximately 6 points). The difference between average scores for Rochester's Caucasian and minority students ranged from approximately 5 to 9 points (an average of approximately 7 points) over the three school years reported.

TABLE 85-D-11

AMERICAN COLLEGE TESTING PROGRAM (ACT)
ROCHESTER/NATIONAL COMPARISON
NUMBERS AND PERCENTAGES TAKING AND MEAN SCORES
1981-82 THROUGH 1984-85

	1981-82		1982-83		1983-84		1984-85	
	ROCH.	NAT.	ROCH.	NAT.	ROCH.	NAT.	ROCH.	NAT.
Number Taking (Nat. is approx.)	140	804,000	180	835,000	120	849,000	74	739,000
Mean Composite Score[1]	16.1[2]	18.4	14.6	18.3	14.3	18.5	16.9	18.6
Percent Minority Taking[3]	55%	13%	55%	14%	66%	15%	41%	14%
Mean Composite Score-Caucasian[4]	NA	19.9	17.8	NA	21.3	NA	20.1	NA
Mean Composite Score-Minority[4]	NA	14.0	12.7	NA	12.1	NA	13.7	NA

[1] Score range of test (standard scores) is 1 - 36.

[2] In the 1981-82 school year, a score of 16.1 was equivalent to approximately the 34th national percentile rank for individual students in the population of college freshmen enrolled the following fall in participating colleges (about 47% of all ACT takers).

[3] Percentages are of those responding to the question on ethnic background.

[4] National Caucasian and Minority values are based on the sample described in note 2; national Minority value is estimated from a weighted average. Rochester values are based on all responding students.

Attendance

SECTION E

ATTENDANCE

This section presents information, sometimes in a historical and/or comparative framework, on students' school attendance, according to the following outline:

District Historical, By Grade, and Comparative Attendance. . . . . .85-E-1 through 85-E-3

Excessive Absenteeism. 85-E-4

FIGURE 85-E-1

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
SELECTED SCHOOL YEARS 1971-72 TO 1984-85

This figure shows student attendance rates for the "Big 5" cities in New York State, considered for attendance purposes to be New York City, Yonkers, Buffalo, Syracuse and Rochester. A historical perspective is shown, including school years 1971-72, 1974-75, and 1980-81 through 1983-84 for all five cities. For Rochester only, data was available for 1984-85. The attendance rates are for all students, elementary and secondary, whether in regular or alternative programs.

Syracuse, Buffalo and Rochester have the generally highest attendance rates respectively. Syracuse's attendance is consistently above 90 percent; Buffalo's attendance was above 90 percent in 1971-72 and 1974-75, and Rochester's ranged from 87.9 to 90.0 percent during the years shown. From 1971-72 to 1983-84, Rochester demonstrated the greatest rate of improvement of any of the five cities, increasing its attendance rate by 1.7 percentage points.

Since 1980-81, Rochester's attendance has fluctuated; the general trend has been upward. In 1984-85, attendance reached 90.0 percent for the first time in this decade.

FIGURE 85-E-1

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
SELECTED SCHOOL YEARS 1971-72 TO 1984-85

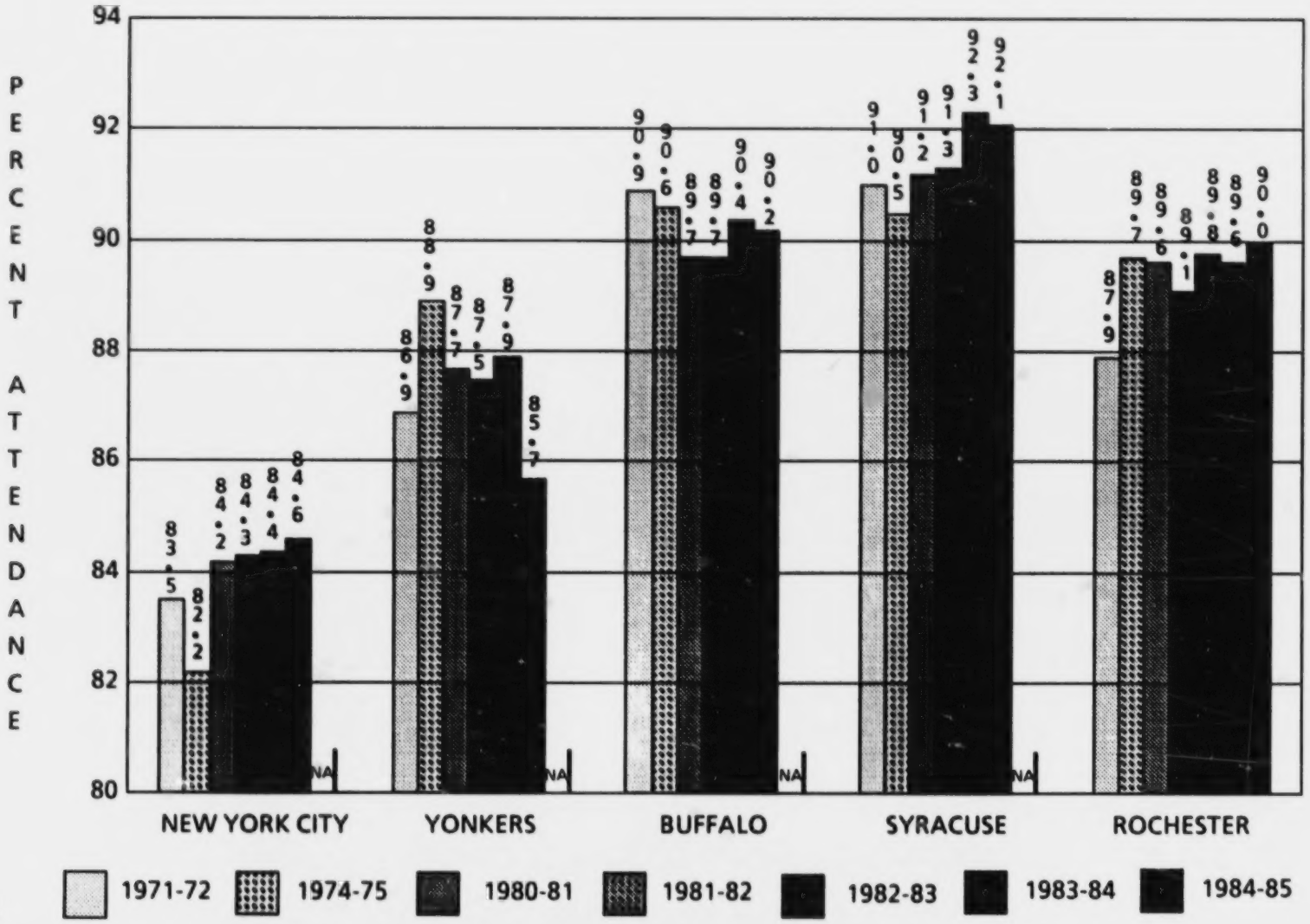


FIGURE 83-E-2

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
BY RANGES OF GRADES
1983-84

This figure shows rates of attendance for ranges of grades in each of New York State's "Big 5" cities. In each of the grade ranges Rochester is represented by the rightmost bar. The other cities are shown from left to right respectively: New York City, Yonkers, Buffalo, and Syracuse.

Rochester's attendance at half-day kindergarten is 89 percent. Attendance raises to approximately 93 percent for full-day kindergarten through grade 6. The rate at grades 7 and 8 falls below 90 percent, and decreases to approximately 80 percent at grade 9. At grades 10 through 12, the attendance rate returns to approximately 85 percent.

Rochester's kindergarten through grade 6 attendance rates are second only to Syracuse's among the "Big 5" cities. At grades 7 through 12, Rochester ranks third among the "Big 5," exceeded by Syracuse and Buffalo but surpassing New York City and Yonkers.

FIGURE 85-E-2

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
BY RANGES OF GRADES
1983-84

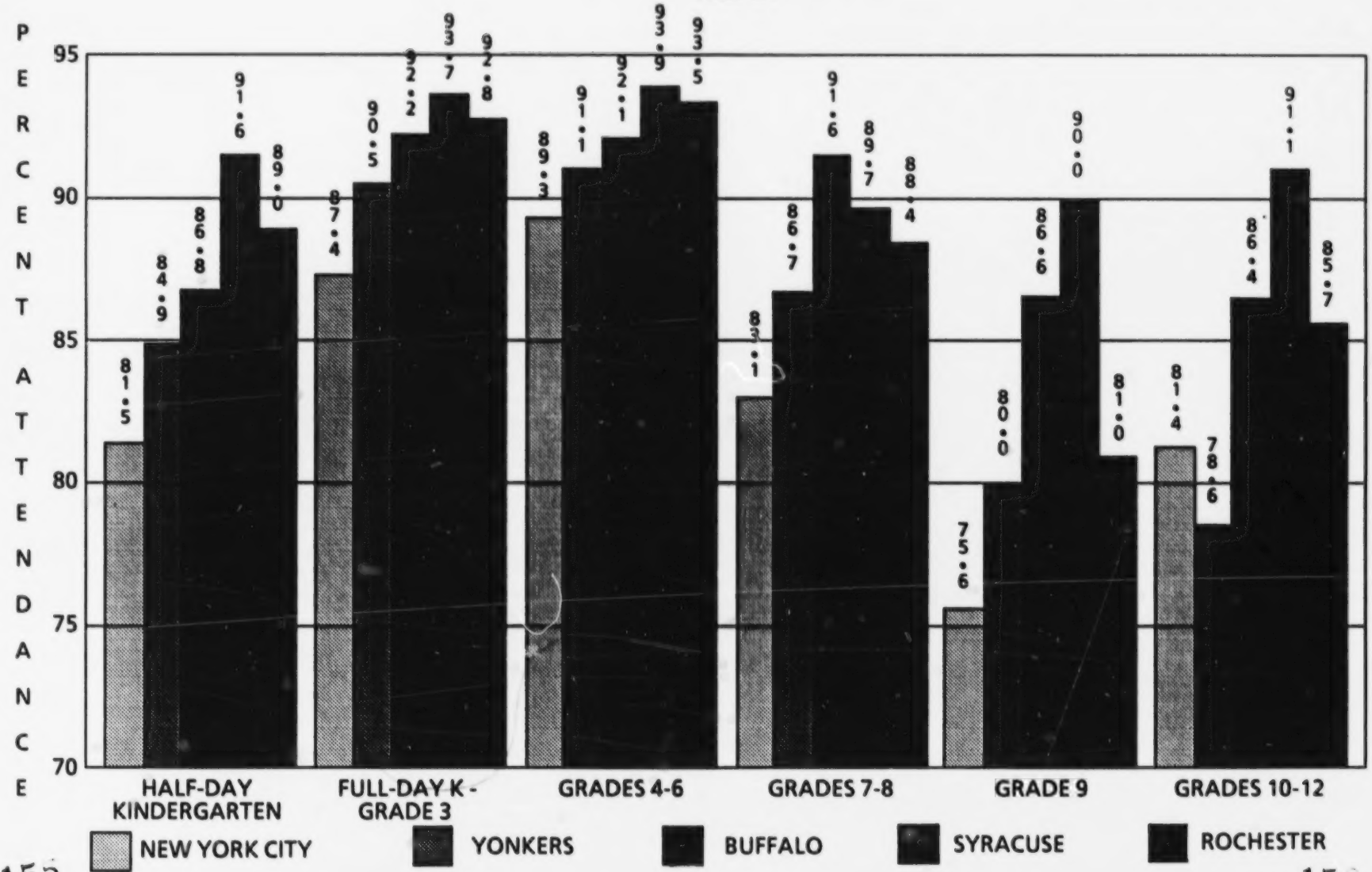


FIGURE 83-E-3

ATTENDANCE RATES
DISTRICT
BY RANGES OF GRADES
1979-80 through 1984-85

This figure shows rates of attendance for ranges of grades in the Rochester City School District from 1979-80 through 1984-85.

Rochester's attendance has historically been best at grades 1-6 and poorest at the secondary level, particularly at grade 9. In each of the grade ranges shown, 1984-85 attendance rates increased over or equaled 1983-84 rates. In 1983-84, attendance rates had increased at all secondary grade ranges but had declined at all elementary grade ranges.

FIGURE 85-E-3

ATTENDANCE RATES
DISTRICT
BY RANGES OF GRADES
1979-80 THROUGH 1984-85

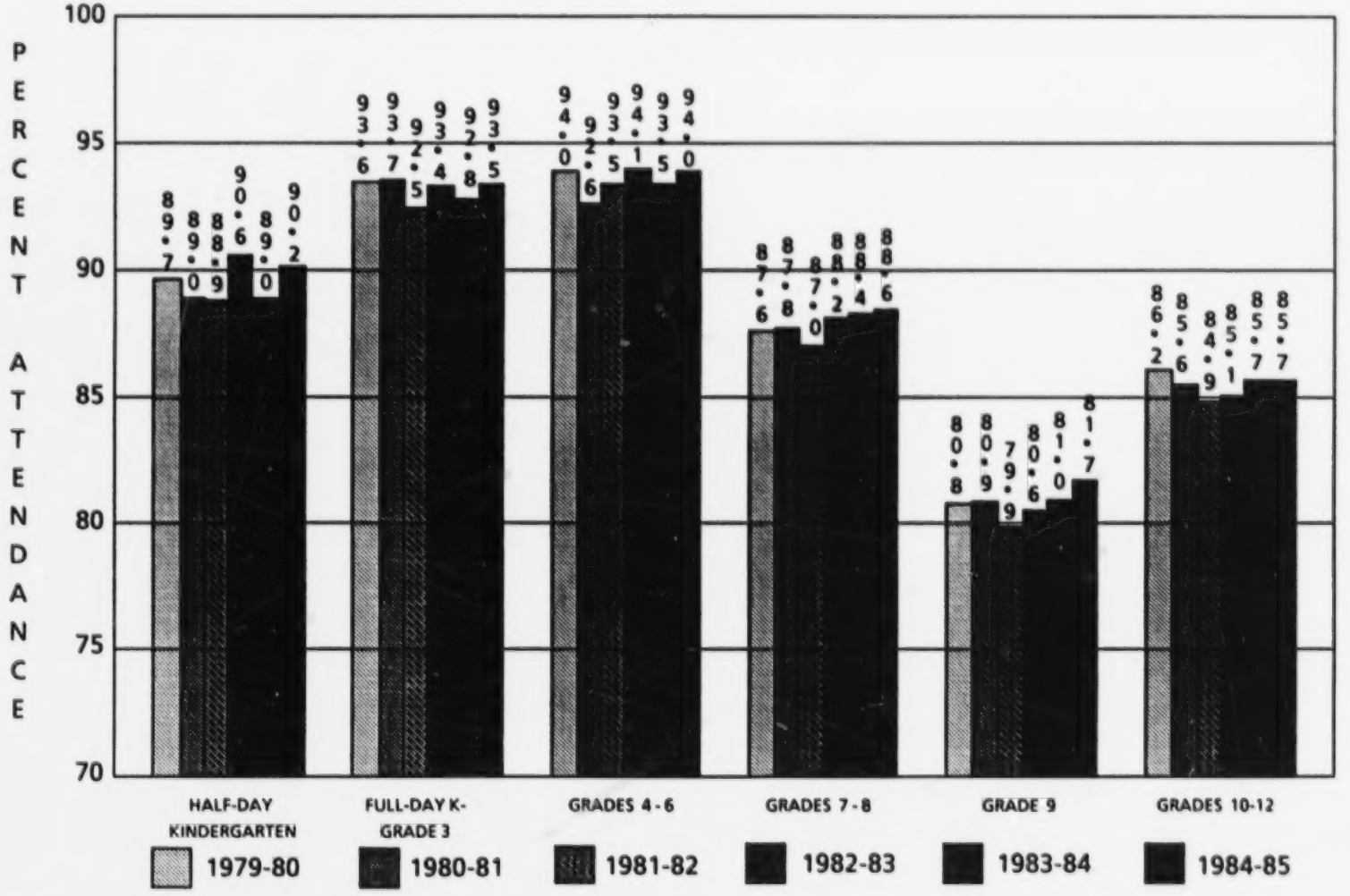


FIGURE 85-E-4

EXCESSIVE ABSENCES
GRADES 7, 8, 9 ONLY
1980-81 THROUGH 1984-85

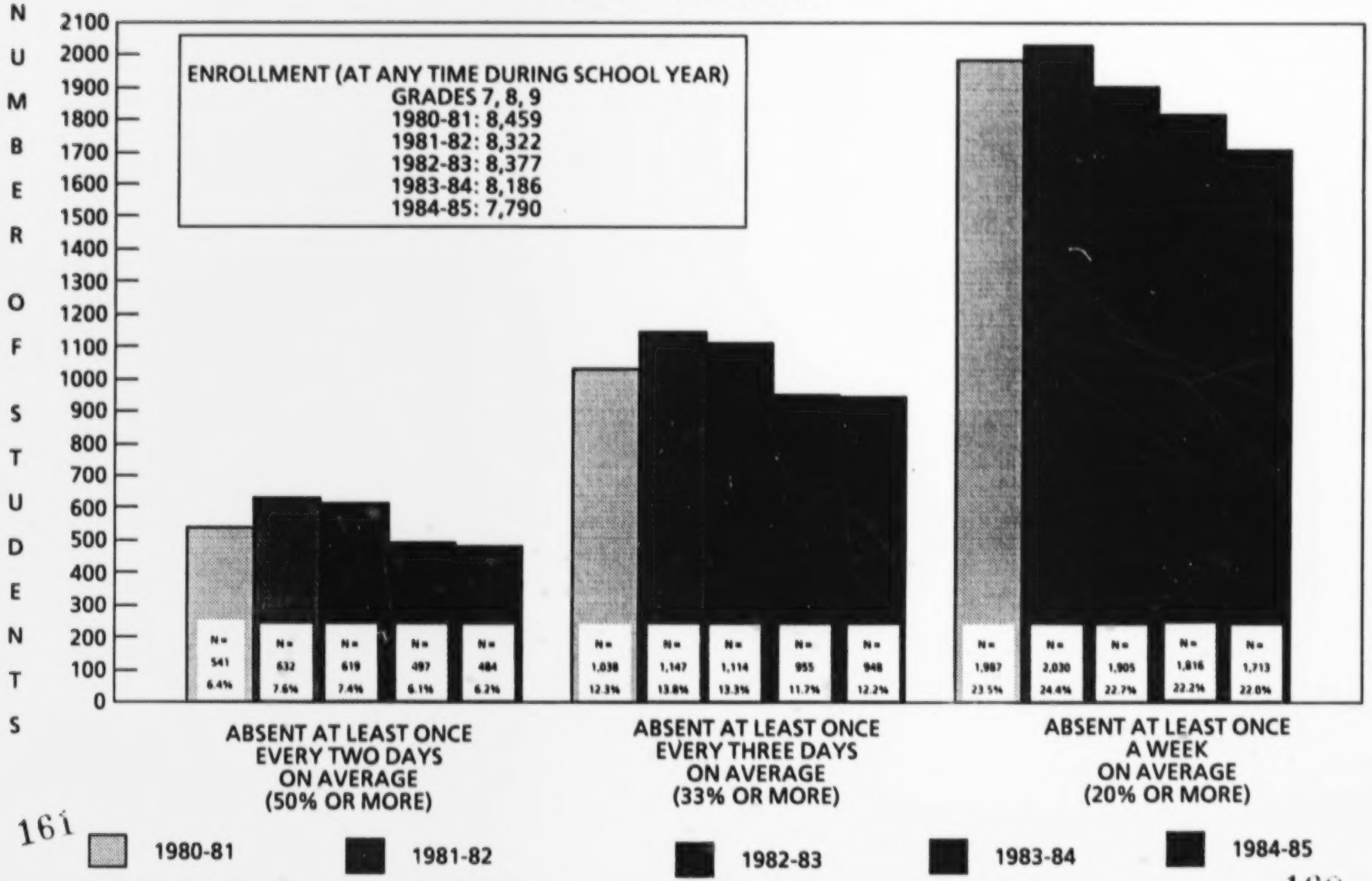
This figure shows excessive absenteeism for grades 7 through 9 combined for the school years 1980-81 through 1984-85. Excessive absenteeism includes students who were absent at least once a week on average, or 20 percent of the time. More serious levels of excessive absence are also indicated. The numbers of students included in each of these categories are cumulative. In previous analyses, only students who were still in the District at the end of the school year were included. However, the current analysis is based on all students who were enrolled in the District at any point during the relevant school year, whether for a short or long period of time. Students on in-school long-term suspension are not considered absent.

During the five school year period analyzed, the number of students in each excessive absence category peaked in 1980-81 and decreased each school year since then. In all categories, the 1984-85 numbers are lower than those of 1980-81.

In 1984-85, 4,840 students (6.2%) in grades 7 through 9 were absent 50 percent or more of the time. A total of 948 students at these grades (12.2%) had 33 percent or higher absence, while 1,713 (22.0%) had 20 percent or higher absence. Thus, 22.0 percent of the District's grade 7 through 9 enrollment was excessively absent. In other words, better than one of every five students in these three grades were absent on the average one day per week during the portion of the school year when they were enrolled.

FIGURE 85-E-4

EXCESSIVE ABSENCES
GRADES 7,8,9 ONLY
1980-81 THROUGH 1984-85



Student Mobility

163

SECTION F

STUDENT MOBILITY

This section presents historical information which describes students' mobility (movement into and out of District schools).

TABLE 85-F-1

STUDENT MOBILITY
1979-80 THROUGH 1984-85

This table shows districtwide mobility rates for elementary schools and secondary schools during the school years 1979-80 through 1984-85. Mobility is defined as the number of entrants plus the number of losses during the course of the school year, divided by October enrollment. New entrants (first time in any school) and regular graduates are not counted in calculating these mobility rates; neither are routine movements between buildings (e.g from sixth to seventh grade).

Elementary mobility rates are generally higher than secondary mobility rates. During the first four years in this period elementary rates ranged from 61.3 percent to 65.3 percent, but dropped to 46.7 percent in 1983-84 and to 46.6 percent in 1984-85. Secondary rates declined every school year but one, falling from 57.5 percent in 1979-80 to 39.9 percent in 1984-85.

TABLE 85-F-1

STUDENT MOBILITY
1979-80 THROUGH 1984-85

SCHOOL YEAR	ELEMENTARY	SECONDARY
1979-80	65.3%	57.5%
1980-81	62.1%	51.9%
1981-82	61.3%	49.2%
1982-83	62.7%	44.6%
1983-84	46.7%	45.3%
1984-85	46.6%	39.9%

Only regular schools, not alternative, are included in these figures (i.e. elementary schools No. 1-58, secondary schools 60-72).

Suspension

SECTION G

SUSPENSION

This section presents information, some in a historial context, on short-term and long-term suspensions of District students, according to the following outline:

Totals. 85-G-1

Short-Term Suspensions. . . . . .85-G-2 through 85-G-4

Long-Term Suspensions . . . . . .85-G-5 through 85-G-7

FIGURE 85-G-1

SUSPENSIONS
SHORT-TERM, LONG-TERM, TOTAL
1978-79 THROUGH 1984-85

This figure shows the districtwide number of incidents of suspension (short-term, long-term, and total) for the seven school years 1978-79 through 1984-85. The number of incidents is used rather than the number of students involved, since one student may have two or more incidents of suspension. A total of only 3,880 students were involved in the 6,844 suspensions given in 1984-85.

Total suspensions rose from 3,295 in 1978-79 to a high of 8,057 in 1982-83, and declined to 6,844 in 1984-85. Short-term suspensions rose from 3,049 in 1978-79 to a high of 7,512 in 1982-83, and declined to 6,026 in 1984-85. Long-term suspensions fluctuated from 1978-79 to 1981-82, but rose each year since then to a high of 818 in 1984-85.

FIGURE 85-G-1

SUSPENSIONS
SHORT-TERM, LONG-TERM, TOTAL
1978-79 THROUGH 1984-85

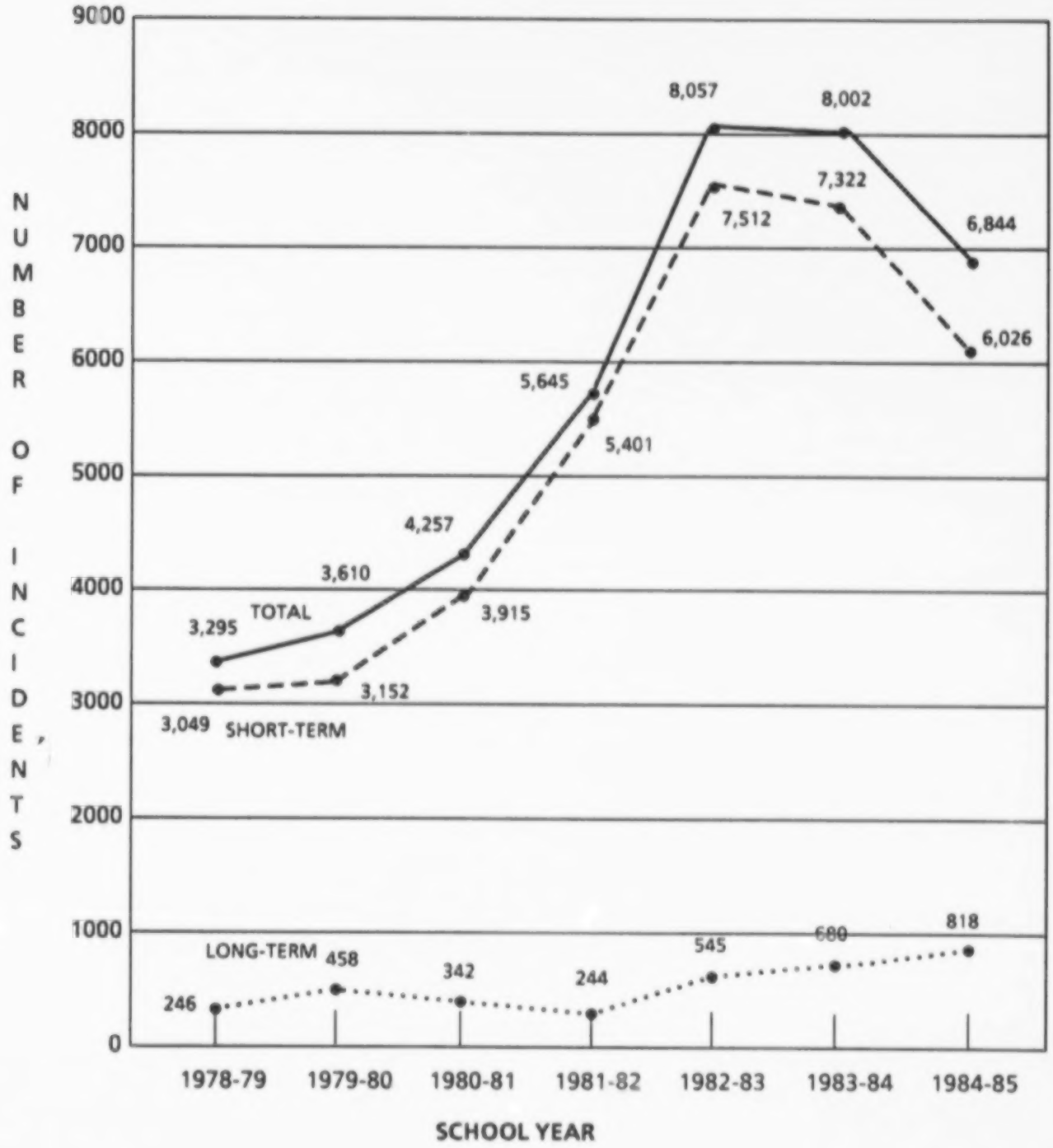


FIGURE 85-G-2

SHORT-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1984-85

This figure analyzes numbers of short-term suspensions for the seven school years 1978-79 through 1984-85, showing the total number of incidents as well as a breakdown by secondary and elementary. The number of incidents rather than the number of students involved is used, since a single student may have more than one incident of suspension. A total of only 3,852 students were involved in the 6,026 short-term suspensions given in 1984-85.

The total number of short-term suspensions increased from 3,049 in 1978-79 to a high of 7,512 in 1982-83, then declined to 6,026 in 1984-85. The number of secondary short-term suspensions increased from 2,705 in 1978-79 to a high of 6,120 in 1983-84, then declined to 4,799 in 1984-85. The number of elementary short-term suspensions increased from 344 in 1978-79 to a high of 1,517 in 1982-83, then declined to 1,227 in 1984-85.

FIGURE 85-G-2

SHORT-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1984-1985

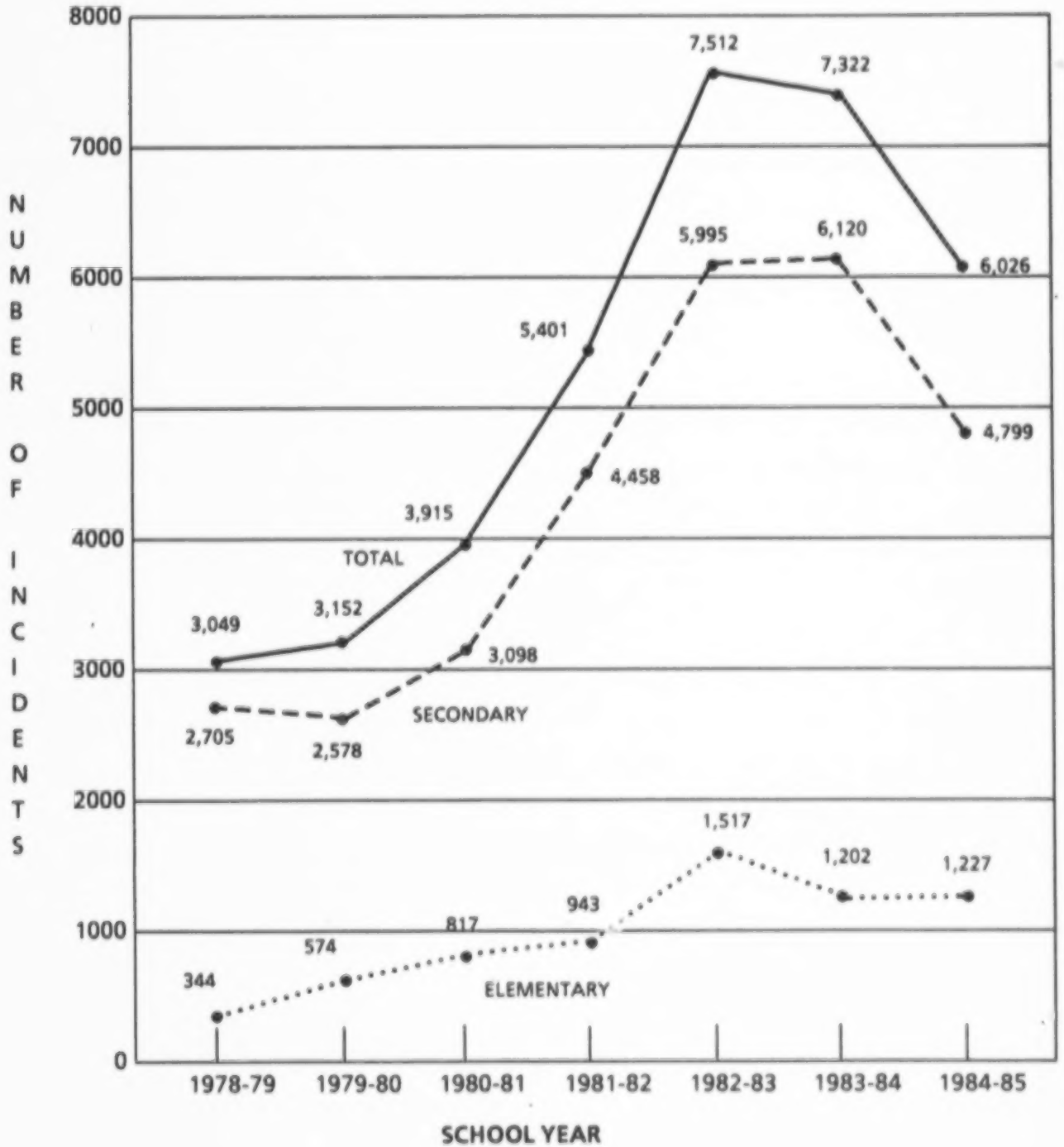


FIGURE 85-G-3

SHORT-TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1984-85

This figure shows a grade-by-grade analysis of short-term suspensions given during the 1984-85 school year.

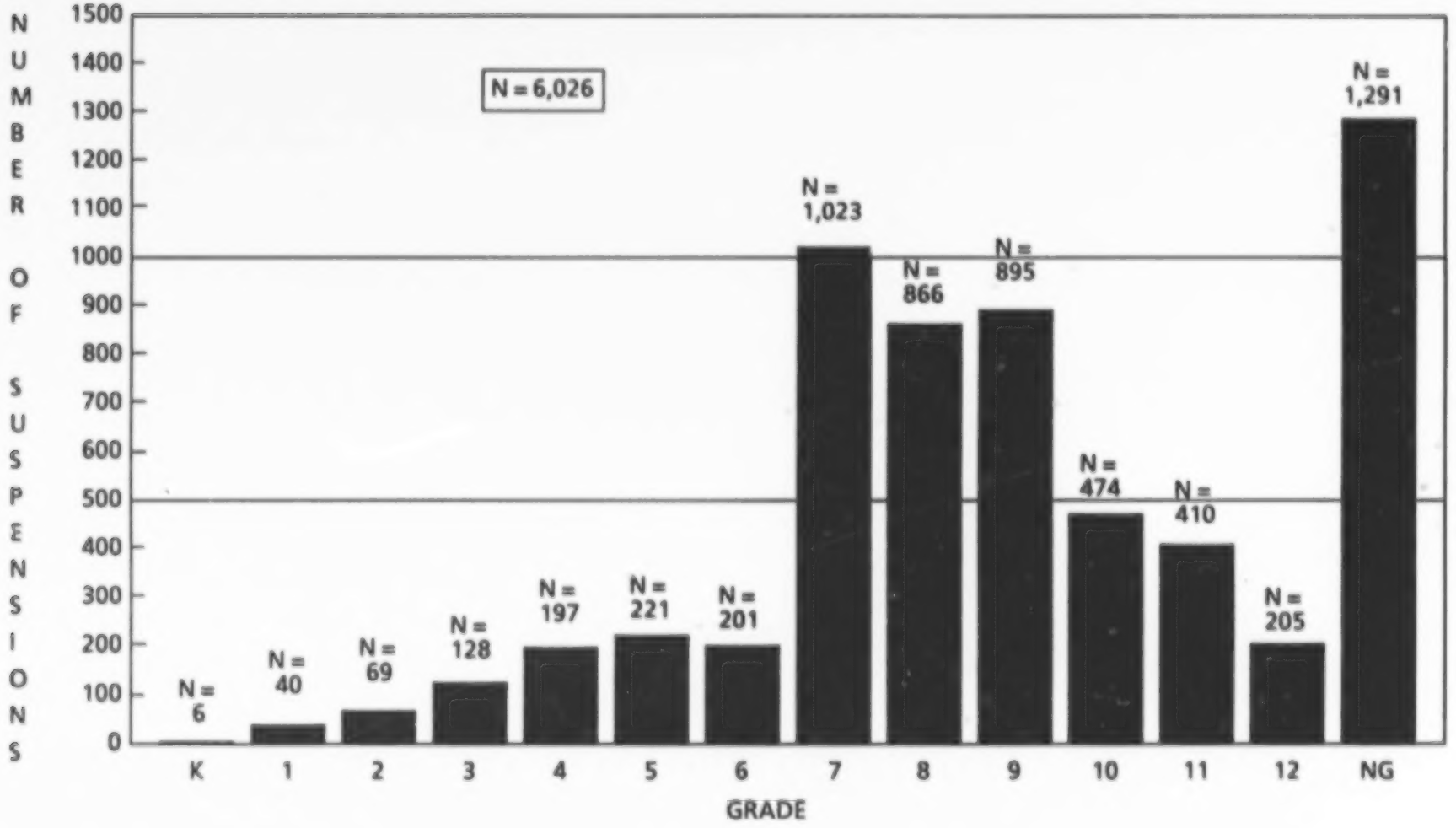
The number of incidents of suspension rather than the number of students involved is shown, since a single student may have more than one short-term suspension. A total of only 3,852 students were involved in the 6,026 short-term suspensions given.

The number of suspensions increased at each grade from kindergarten (6 suspensions) to fifth (221 suspensions). The greatest numbers occurred at grades 7, 9 and 8 respectively (more than 850 suspensions at each grade). Grades 10 through 12 showed fewer suspensions, with the lowest number for the secondary grades (205) given at grade 12.

In the NG (non-graded) category, 1,291 suspensions were given. This classification includes students in elementary and secondary Special Education programs, at DuBois Academy and the World of Work, and in the various tutoring programs.

FIGURE 85-G-3

SHORT -TERM SUSPENSIONS
DISTRICTION BY GRADE
1984-85



147

FIGURE 85-G-4

REASONS FOR
SHORT-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1984-85

This figure shows reasons for short-term suspension of both elementary and secondary students during the 1984-85 school year. The number of incidents rather than the number of students involved is used, since a single student may have more than one short-term suspension. A total of only 3,852 students were involved in the 6,026 short-term suspensions given.

The total number of short-term suspensions during 1984-85 was 6,026. Of these, the largest numbers were for deliberate defiance of authority (40%), fighting (25%), disruption of the educational process (7%), assault on student (5%) and chronic selective truancy (5%). These five categories account for more than 80 percent of all short-term suspensions.

FIGURE 85-G-4

REASONS
FOR SHORT-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1984-85

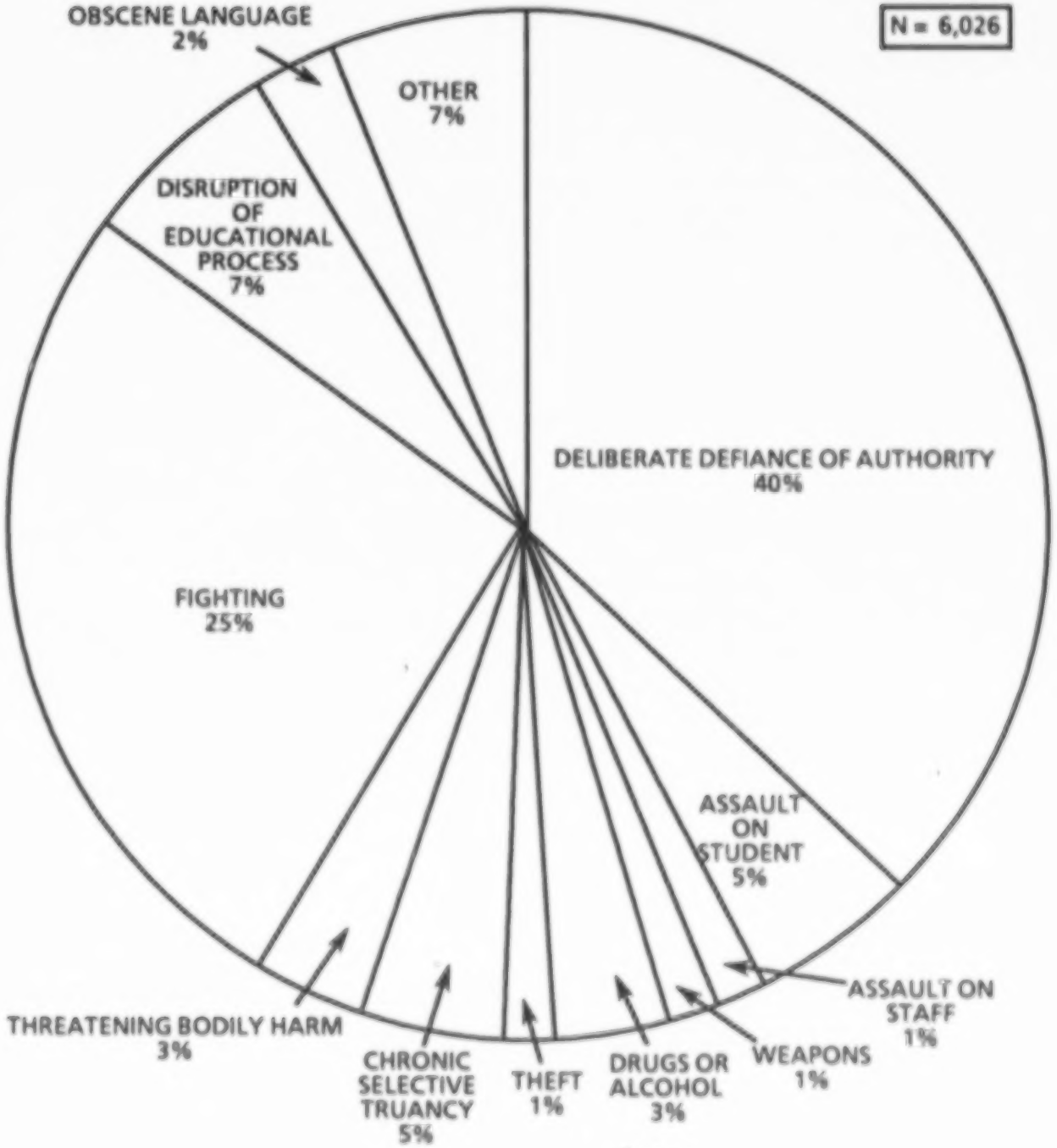


FIGURE 85-G-5

LONG-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1984-85

This figure shows the total number of incidents of long-term suspension, along with a breakdown for secondary and elementary, for the seven school years from 1978-79 through 1984-85. The number of incidents rather than the number of students involved is used, since a single student may have more than one long-term suspension. A total of 790 students were involved in the 818 long-term suspensions given in 1984-85.

The total number of long-term suspensions increased from 246 in 1978-79 to 458 in 1979-80, declined to 244 in 1981-82, then rose to a high of 818 in 1984-85.

For the first four school years shown, the total number of long-term suspensions is largely accounted for by suspensions at the secondary level. However, since 1982-83 increases in elementary suspensions have raised the elementary proportion. This proportion was, respectively, 18.4 percent, 20.4 percent, and 20.0 percent of the District total in the last three school years.

FIGURE 85-G-5

LONG-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1984-85

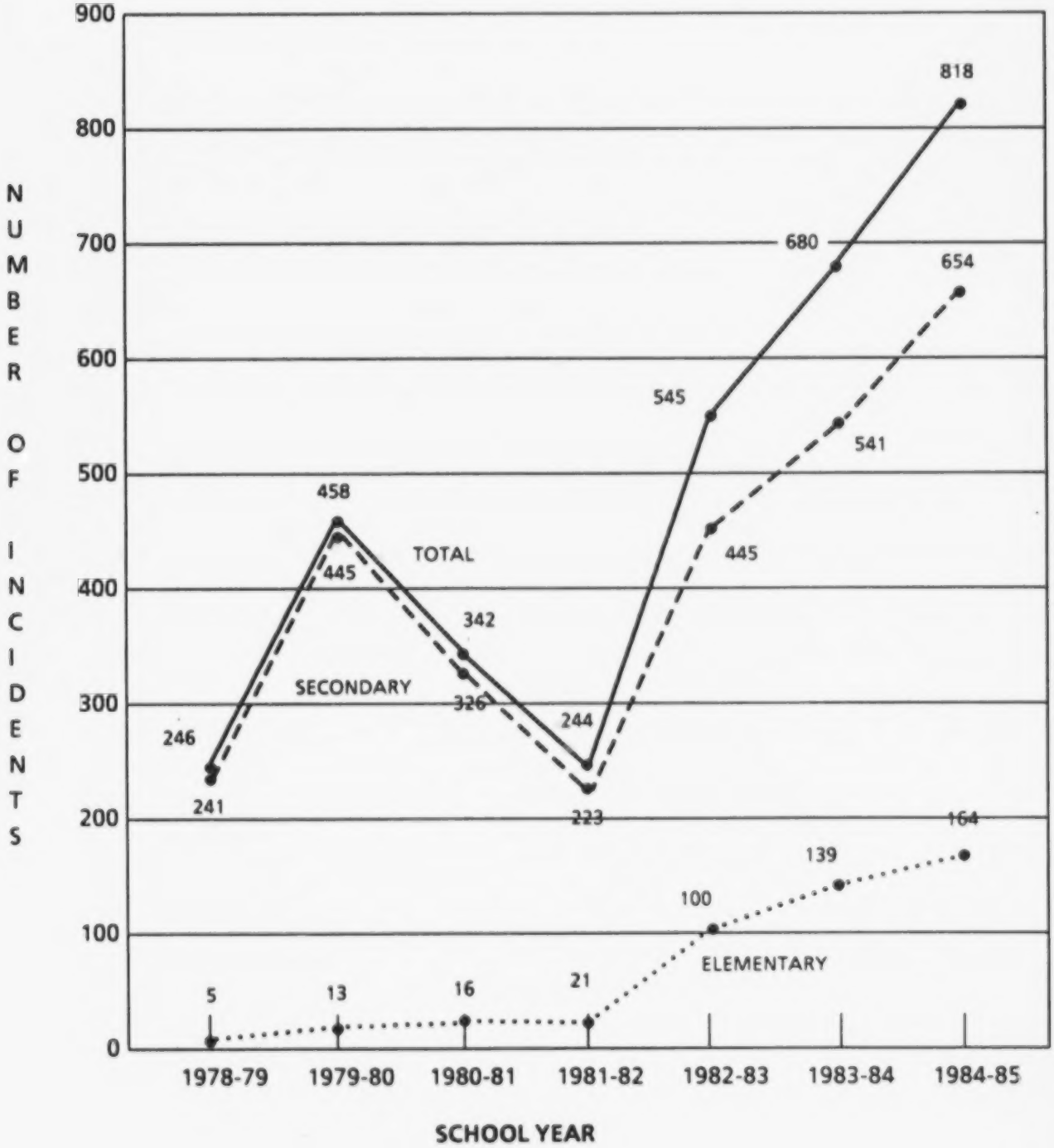


FIGURE 85-G-6

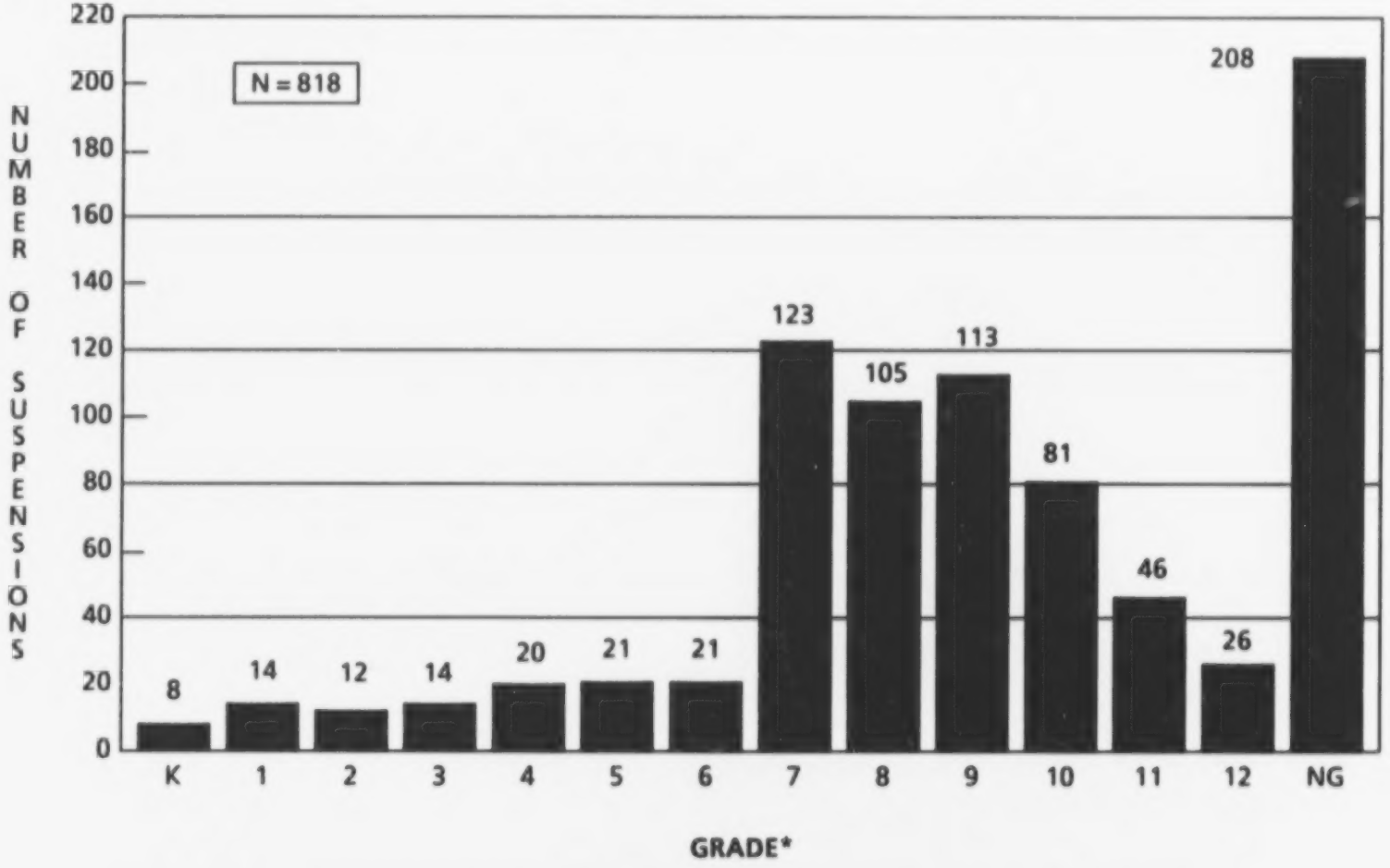
LONG-TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1984-85

This figure shows an analysis by grade of long-term suspensions given during the 1984-85 school year. The number of incidents of suspension rather than the number of students suspended is shown, since a single student may have more than one long-term suspension. A total of 790 students were involved in the 818 long-term suspensions given.

Of the 818 total long-term suspensions, relatively few (110) were given in grades K-6. The largest number, 208 (17.0%), were given in the NG (non-graded) category, which is made up primarily, but not exclusively, of elementary and secondary Special Education students; students in some alternative programs are also included in this category. For grades 7-12, the largest number of suspensions (93) occurred at grade 7, followed by grade 9 (113), grade 8 (105), and grade 10 (81).

FIGURE 85-G-6

LONG -TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1984-85



*Grade level counts are taken from computerized files based on information supplied by Office of Student Equity and Placement. Grade level is not available for 6 incidents of suspension.

FIGURE 85-G-7

REASONS
FOR LONG-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1984-85

This figure shows reasons for long-term suspension of both elementary and secondary students during the 1984-85 school year. The number of incidents rather than of students is analyzed, since a single student may have more than one incident of long-term suspension. A total of 790 students were involved in the 818 long-term suspensions given.

Of a total of 818 incidents of long-term suspension, 33 percent were for possession of weapons, 18 percent for assault on student, 11 percent for assault on staff, and 9 percent for insubordination, defiance, or disruption of the educational process. These four categories account for approximately three of four incidents of long-term suspension.

FIGURE 85-G-7

REASONS
FOR LONG-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1984-85

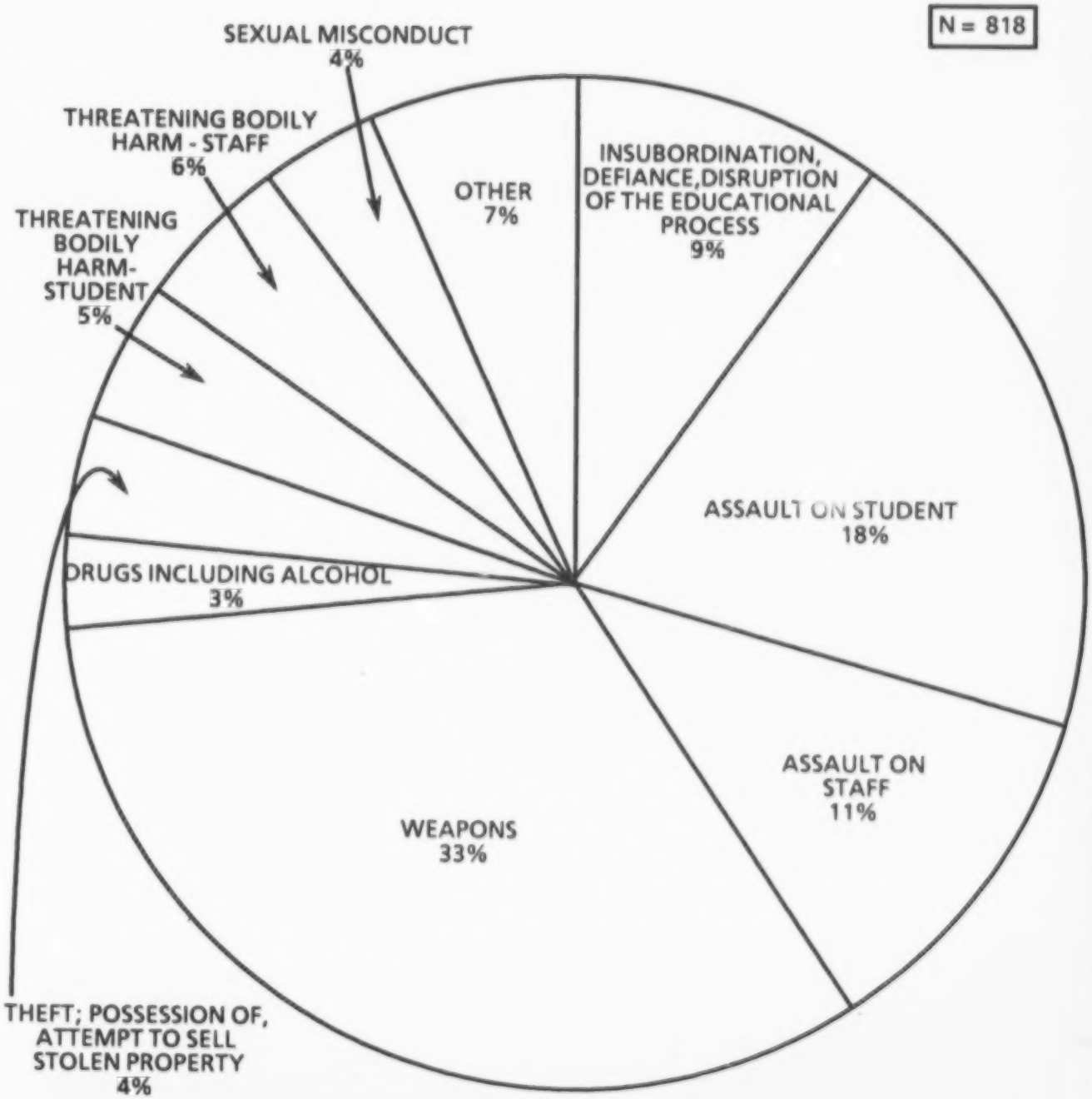


TABLE 85-G-8

SHORT-TERM AND LONG-TERM SUSPENSIONS
DISTRIBUTION OF VARIABLES
1984-85

This table shows the distribution or breakdown of certain variables (characteristics of interest) among suspended students. Since all statistics are based upon the number of incidents of suspension rather than the number of students, data describing a single student may be included in the statistics more than once. Statistics are shown separately for short-term suspensions (6,026 total) and long-term suspensions (813 total). A total of 3,880 students were involved in the 6,844 suspensions given.

More suspensions were incurred by male students than by females (71.0% of short-term and 78.0% of long-term suspensions). A higher percentage of suspensions was received by Black students than by either Caucasian or Spanish Surnamed students (71.6% of short-term, 75.0% of long-term). These percentages were also higher than the percentage (51.4%) of Black students enrolled in the District. For Caucasian, Spanish Surname and "Other" designated students, the percentages of both short and long-term suspensions were lower than their percentage of District enrollment.

The attendance rate for suspended students was below the District average of 90.0 percent, for both short-term (80.1% attendance rate) and long-term (78.2% attendance). The percentages of suspended students tested in spring 1985 on the Metropolitan reading and mathematics tests were higher for short-term (75.5% reading, 74.2% math) than for long-term (70.5% reading, 69.7% math). On these tests, the percentages scoring below the 25th percentile were lower for short-term (34.9% reading, 28.9% math) than for long-term (39.8% reading, 33.2% math). Compared to districtwide statistics, percentages tested were lower for both suspensions groups, while percentages scoring below the 25th percentile were higher.

TABLE 85-G-8

SHORT-TERM AND LONG-TERM SUSPENSIONS DISTRIBUTIONS OF VARIABLES 1984-85

SHORT-TERM (N = 6,026)

VARIABLE[1]	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT
Sex	Male	71.0	Female	29.0	----		----	
Ethnic	Caucasian	19.0	Black	71.6	Span. Sur.	8.5	Other or Unknown	0.8
Special Education[2]	Sp.Ed.	≥ 25.4	Not Sp.Ed.	≤ 74.6	----		----	
Attendance	Att. Rate	80.1	----		----		----	
Reading Test[3]	Tested	75.5	Not Tested	24.5	----		----	
Reading Quarters[3]	1 - 25	34.9	26 - 50	36.2	51 - 75	20.5	76 - 99	8.4
Mathematics Test[3]	Tested	74.2	Not Tested	25.8	----		----	
Mathematics Quarters[3]	1 - 25	28.9	26 - 50	34.7	51 - 75	23.2	76 - 99	13.2

LONG-TERM (N = 813)[1]

VARIABLE[1]	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT
Sex	Male	78.0	Female	22.0	----		----	
Ethnic	Caucasian	15.6	Black	75.0	Span. Sur.	8.3	Other or Unknown	1.1
Special Education[2]	Sp.Ed.	≥ 27.5	Not Sp.Ed.	≤ 72.5	----		----	
Attendance	Att. Rate	78.2	----		----		----	
Reading Test[3]	Tested	70.5	Not Tested	29.5	----		----	
Reading Quarters[3]	1 - 25	39.8	26 - 50	34.9	51 - 75	18.2	76 - 99	7.2
Mathematics Test[3]	Tested	69.7	Not Tested	30.3	----		----	
Mathematics Quarters[3]	1 - 25	33.2	26 - 50	31.4	51 - 75	23.6	76 - 99	11.8

[1] Slight variations from other District suspension reports are attributable to conflicting data entries in the suspension files and the central District computer files, the source for the data on variables reported here. Note: Statistics are based on the number of incidents , not the number of students; if a student is suspended more than once, his values for those variables are counted more than once.

[2] Special Education includes Resource students, except Speech Resource.

[3] Reading and Mathematics test data based on spring 1985 Metropolitan tests.

Student Loss

SECTION H

STUDENT LOSS

This section presents information which describes the extent of pupil loss in the District and the characteristics of those pupils lost.

FIGURE 85-H-1

STATUS FOUR SCHOOL YEARS LATER
FALL 1985
OF NINTH GRADERS ENROLLED
FALL 1981

This figure traces the history of District students who were enrolled as ninth graders at the beginning of the 1981-82 school year, showing their status four full school years later (in fall 1985).

Of a total of 2,826 students, 1,188 (42.0%) had graduated four years later. A total of 287 (10.2%) were still in school. A total of 166 (5.9%) had moved from Monroe County, and 91 (3.2%) had moved to suburban Monroe County.

A total of 83 (2.9%) were at East Evening High School, while 31 (1.1%) had transferred to nonpublic schools or to institutions and 42 (1.5%) had gone to miscellaneous destinations. A total of 709 (25.1%), designated as "over age," had left school because they were over the compulsory attendance age.

Destination or status was not determined for a total of 229 students (8.1%). These were students who left the District during the period between the closing of schools in June and the opening of schools in September. These "summer losses" are students who do not return to the District at the end of the summer vacation.

FIGURE 85-H-1

STATUS FOUR SCHOOL YEARS LATER
FALL 1985
OF NINTH GRADERS ENROLLED
FALL 1981

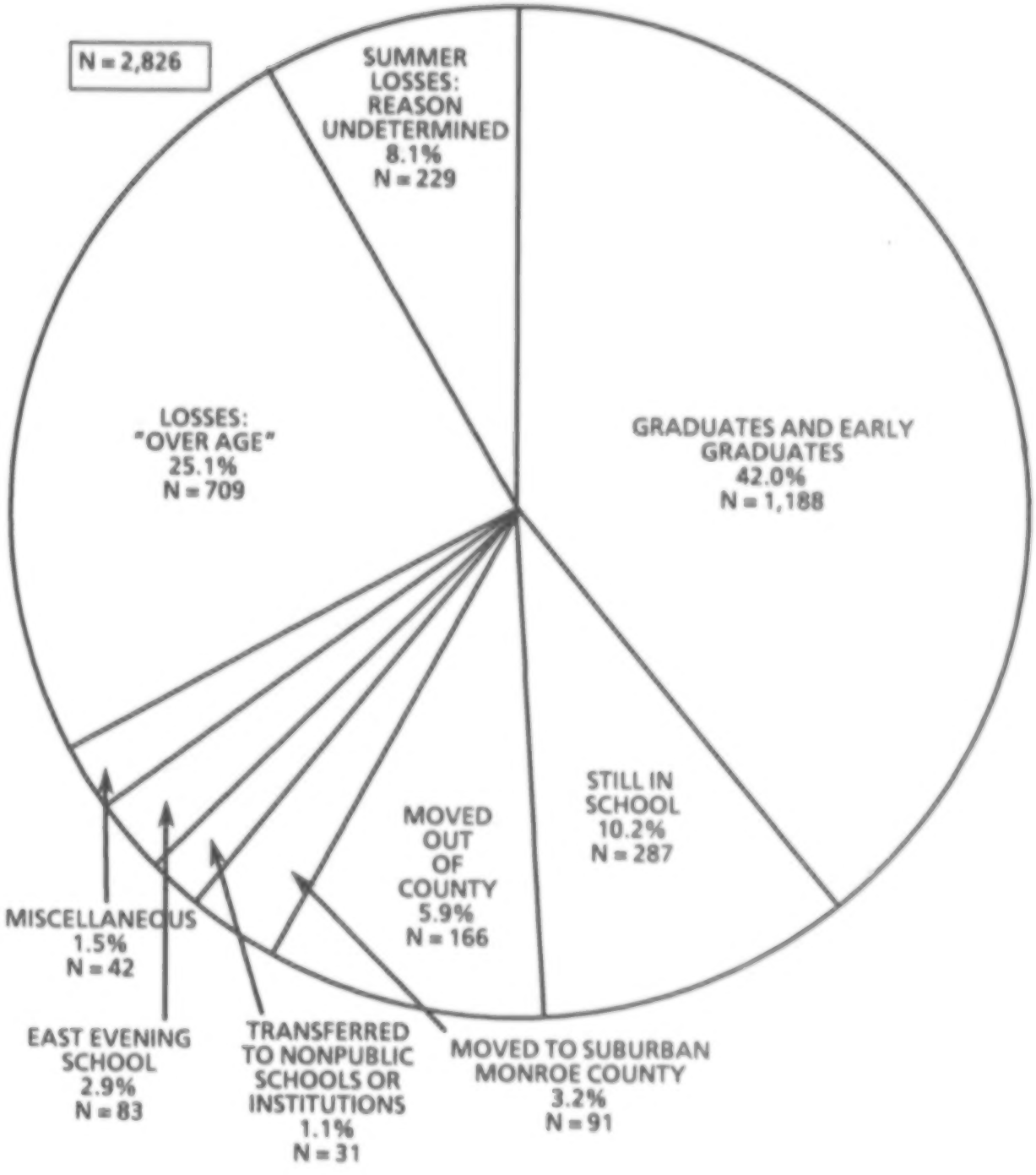

N = 2,826
SUMMER LOSSES: REASON UNDETERMINED 8.1% N = 229
LOSSES: "OVER AGE" 25.1% N = 709
GRADUATES AND EARLY GRADUATES 42.0% N = 1,188
STILL IN SCHOOL 10.2% N = 287
MOVED OUT OF COUNTY 5.9% N = 166
MISCELLANEOUS 1.5% N = 42
EAST EVENING SCHOOL 2.9% N = 83
TRANSFERRED TO NONPUBLIC SCHOOLS OR INSTITUTIONS 1.1% N = 31
MOVED TO SUBURBAN MONROE COUNTY 3.2% N = 91

TABLE 85-H-2

DISTRICT LOSSES
DISTRIBUTIONS OF VARIABLES
1984-85

This table shows the distribution or breakdown of certain variables (characteristics of interest) among students who left the District during the 1984-85 school year. These "District losses" during 1984-85 include students who were still in school in June 1984 but did not reappear in September 1984, as well as those who left between September 1984 and June 1985. They do not include graduates or students leaving District schools for East Evening High School.

The total number of these losses is 4,511. A larger percentage of males (53.6%) than of females (46.7%) left the District. The ethnic breakdown shows more Caucasians leaving (44.9%) than Blacks (39.2%) and Spanish Surnamed students (12.7%). Special Education students comprised 12.2 percent of those leaving.

The prior attendance rate of those leaving was 41.3 percent. Short-term suspensions were received by 9.9 percent of these students during the 1984-85 school year, and 2.0 percent received long-term suspensions. In the previous spring (1984), 60.1 percent of these students were tested in reading and 59.2 percent were tested in mathematics; in each subject the distribution of scores into quarters did not exceed 30 percent or fall below 22 percent. (Twenty-five percent is the national norm distribution.)

TABLE 85-H-2

DISTRICT LOSSES
DISTRIBUTIONS OF VARIABLES
1984-85

N = 4,511*

VARIABLE	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT	LEVEL	PER-CENT
Sex (N = 4,510)	Male	53.6	Female	46.4	----		----	
Ethnic (N = 4,133)	Caucasian	44.9	Black	39.2	Span. Sur.	12.7	Other	3.2
Special Education** (N = 3,911)	Sp. Ed.	12.2	Not Sp.Ed.	87.8	----		----	
Attendance (N = Unknown)	Att. Rate	71.3	----		----		----	
1984-85 Suspensions	Short Term	9.9	Long Term	2.0	----		----	
Reading Test***	Tested	60.1	Not Tested	39.9	----		----	
Reading Quarters*** (N = 2,712)	1 - 25	25.2	26 - 50	27.7	51 - 75	23.6	76 - 99	23.6
Mathematics Test***	Tested	59.2	Not Tested	40.8	----		----	
Mathematics Quarters*** (N = 2,671)	1 - 25	23.2	26 - 50	25.6	51 - 75	22.1	76 - 99	29.1

*NOTE: This table analyzes 4,511 students with "left codes" which indicate losses to the District, assigned during the eight attendance periods of the 1984-85 school year. The source of data is the District's central computer files from the end of the school year. Note that certain variables (Ethnic, Special Education) are based on substantially fewer students than the total 4,511 in the analysis; this is because of blank ethnic codes and blank placement codes. School 00 (pre-registered but never attended) and school 79 (Psychological and Social Work Services, furnished to students transferred to non-District facilities) were excluded from the analysis. The analysis does not include students leaving regular District schools for East Evening School.

**Special Education includes Resource students.

***Reading and Mathematics test data based on spring 1984 Metropolitan Tests.

FIGURE 85-H-3

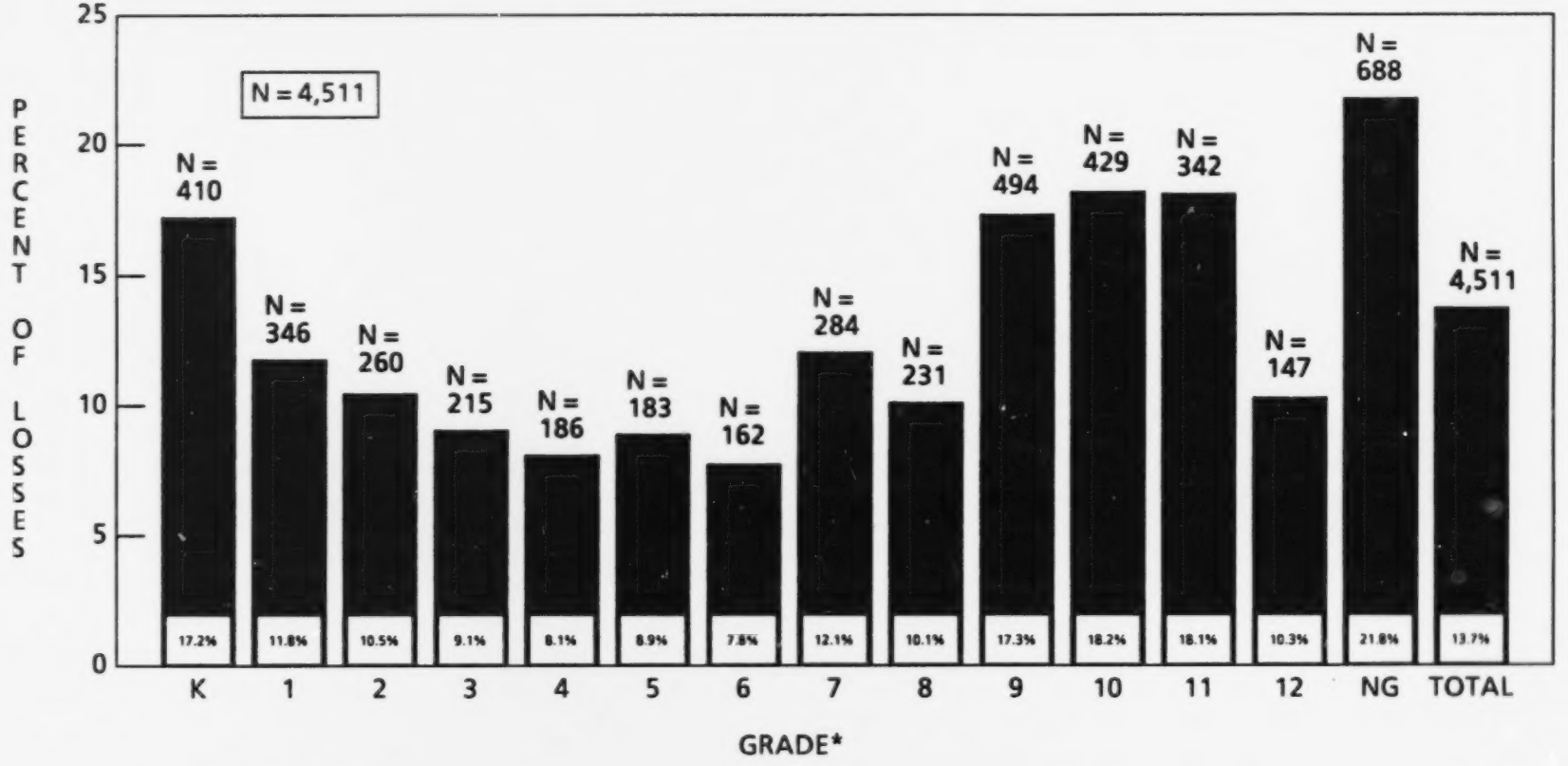
DISTRICT LOSSES BY GRADE
AS PERCENTAGE OF ENROLLMENT
1984-85

This figure shows a grade-by-grade comparison of District losses during the 1984-85 school year. The graph bars show the percentage of October 1984 enrollment which the losses constitute. The actual number per grade is shown at the top of each bar. Graduates are not included as losses, nor are students who left regular or alternatives schools for East Evening High School. Losses for 1984-85 include students who failed to appear after summer 1984. These students are counted as losses from the grade which they would have entered in 1984-85. Students who failed to appear after summer 1985 are not included as losses in this analysis.

Loss percentages and numbers are highest for kindergarten, grades 9 through 11, and nongraded students. In each of these groups, the number of students lost in the course of the school year equals approximately one of every five or six students enrolled in October. Overall District losses are equivalent to 13.7 percent of October enrollment (approximately one of every seven students).

FIGURE 85-H-3

DISTRICT LOSSES BY GRADE AS PERCENTAGE OF ENROLLMENT 1984-85



Note: Summer losses are counted in Period 1 of the following school year and grade. N indicates the number of losses.

Source of data: See note to Table 85-H-2 for description of data sources and problems.

*A total of 134 students (less than 3%) have no valid grades on the file; of these, 105 are shown as "P "or "PR" and are probably below grade 4. These students are excluded from the grade analyses.

Special Education

196

SECTION I

SPECIAL EDUCATION

This section presents information, some historical and/or comparative, on the District's Special Education population and its referral process, according to the following outline:

Comparative Special Education Enrollments. 85-I-1

Committee on the Handicapped (COH) Data . . .85-I-2 through 85-I-4

Categories of Special Education Enrollment . . . . . .85-I-5 through 85-I-8

TABLE 85-I-1

HANDICAPPED STUDENTS
NUMBERS AND PERCENTAGES OF ENROLLMENT
1983-84 and 1984-85

This table displays Handicapped student enrollment as a percentage of total enrollment for the District and two reference groups (the New York State "Big 5" cities, including Rochester, and Monroe County excluding Rochester) in 1983-84 and 1984-85. For purposes of these enrollment figures, the "Big 5" cities are considered to be New York City, Buffalo, Rochester, Syracuse, and Yonkers. The numbers of Handicapped students and percentages of enrollment which these constitute are shown in five categories of Handicapped programs and for the total of these five.

Because of a change in the State Education Department's method of categorizing Handicapped students, these analyses are not comparable from 1983-84 to 1984-85. The 1983-84 figures exclude three groups of Handicapped students over whose educational program the District has no control and/or fiscal responsibility. The 1984-85 analysis includes such students, and they form a part of the "All Other Placements" category.

In each school year, Rochester has the highest overall percentage of Handicapped enrollment (14.0% and 15.5% respectively), surpassing the "Big 5" cities (11.8% and 12.3%) and Monroe County (8.5% and 8.6%). The largest category of Handicapped enrollment in the District each year has been Special Class (self-contained): 7.6% and 8.6% respectively.

TABLE 85-I-1

HANDICAPPED STUDENTS
NUMBERS AND PERCENTAGES OF ENROLLMENT
1983-84 AND 1984-85

1983 - 84	OCTOBER "BEDS" ENROLLMENT	RESOURCE ROOM (20 to 40 PERCENT OF SCHOOL DAY)	SPECIAL CLASS (50 PERCENT OR MORE OF SCHOOL DAY)	RELATED SERVICE ONLY (2 PERIODS PER WEEK)	HOME OR HOSPITAL INSTRUCTION	PRIVATE AGENCY AND BOCES PLACEMENTS	HANDICAPPED SUBTOTAL (EXCLUDES 3 CATEGORIES)
BIG 5* WITH ROCHESTER	1,040,204	39,699 3.8%	74,579 7.2%	4,294 0.4%	649 0.1%	3,537 0.3%	122,758 11.8%
MONROE COUNTY OUTSIDE CITY	72,016	1,599 2.2%	1,290 1.8%	1,263 1.8%	25 0.0%	1,920 2.7%	6,097 8.5%
ROCHESTER	33,133	805 2.4%	2,514 7.6%	883 2.7%	115 0.5%	267 0.8%	4,624 14.0%

1984 - 85	OCTOBER "BEDS" ENROLLMENT	RESOURCE ROOM (INCLUDES BOCES)	FULL-TIME OR PART-TIME SPECIAL CLASS INCLUDES BOCES	RELATED SERVICE ONLY (INCLUDES BOCES)	HOME OR HOSPITAL INSTRUCTION	ALL OTHER PLACEMENTS	HANDICAPPED TOTAL (INCLUDES 3 CATEGORIES)
BIG 5* WITH ROCHESTER	1,044,683	38,467 3.7%	77,489 7.4%	8,681 0.8%	456 0.0%	3,420 0.3%	128,513 12.3%
MONROE COUNTY OUTSIDE CITY	71,106	1,395 2.0%	3,166 4.5%	1,247 1.8%	36 0.1%	273 0.4%	6,117 8.6%
ROCHESTER	32,759	786 2.4%	2,806 8.6%	944 2.9%	64 0.2%	469 1.4%	5,069 15.5%

ROCHESTER WITHOUT 3 CATEGORIES (TO COMPARE WITH 1983-84)
4,884 14.9%

Calculated from New York State "Pupils with Handicapping Conditions" (PHC-1) report (Dec. 1, 1983 and 1984), and New York State "Basic Educational Data System" (BEDS) report (October 1983 and 1984) as reported by State Education Department.

Note: Three categories of placement (listed in Table 85-I-6) are included for 1983-84 but not for 1984-85.

*Buffalo, New York City, Rochester, Syracuse, Yonkers.

TABLE 85-I-2

NUMBERS OF REFERRALS OF STUDENTS
TO COMMITTEE ON THE HANDICAPPED
BY REASON
1979-80 THROUGH 1984-85

This table provides an analysis of the reasons for referral of students to the Committee on the Handicapped (COH) for the six school years 1979-80 through 1984-85. The three reasons for referral (Suspected Handicapped, Internal Reviews, and Third-Year Reviews) are included in data for all school years subsequent to 1979-80. Data for Internal Reviews, however, was not available and is not included for 1979-80.

The total numbers of referrals during these six school years were 2,146, 3,331, 2,436, 3,389, 3,595 and 3,605 respectively. In each of the six school years, the largest number of student referrals is in the "Suspected Handicapped" category.

TABLE 85-I-2

NUMBERS OF REFERRALS OF STUDENTS TO COMMITTEE ON THE HANDICAPPED BY REASON 1979-80 THROUGH 1984-85

REASON	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
SUSPECTED HANDICAPPED*	1,652	2,481	1,596	1,753	1,880	1,909
INTERNAL REVIEWS (CHANGE OF PLACEMENT)	NA	394	367	943	925	990
THIRD-YEAR REVIEWS	494	456	473	693	790	706
TOTAL	2,146**	3,331	2,436	3,389	3,595	3,605

*This category includes Suspected Handicapped and Speech/Language Suspected Handicapped.

**Total for 1979-80 excludes Internal Reviews (NA).

TABLE 85-I-3

NUMBERS OF "ON-CLOCK" REFERRED STUDENTS
PLACED AND NOT PLACED
IN SPECIAL EDUCATION PROGRAMS
BY COMMITTEE ON THE HANDICAPPED
1979-80 THROUGH 1984-85

This table shows the number of "on-clock" referrals of students to the Committee on the Handicapped for the six school years from 1979-80 through 1984-85. For each school year, the disposition of the COH process is expressed as the number and percent actually placed in a Special Education program, and the number and percent not placed.

The term "on-clock" indicates a referral which by law must be acted upon within 30 school days after it is originated. Referrals considered to be "on-clock" are (1) original referrals of students suspected to have handicapping conditions (Suspected Handicapped), and (2) referrals for change of placement, either within Special Education programs or from Special Education into a regular program (Internal Reviews). Third-Year Reviews are not considered "on-clock." Because no 1979-80 data was available for Internal Reviews, this table's "on-clock" analysis for that year contains only Suspected Handicapped referrals. Also, prior to 1982-83 the District did not consider Internal Reviews which affected only a student's services to be "on-clock." For this reason there is a discrepancy for 1980-81 and 1981-82 between the total "on-clock" shown in this table and the sum of Suspected Handicapped and Internal Reviews in Table 85-I-2.

The total number of "on-clock" referrals was 1,651 in 1979-80, 2,748 in 1980-81, 1,868 in 1981-82, 2,697 in 1982-83, 2,805 in 1983-84, and 2,899 in 1984-85. The number of these referrals not placed in Special Education was 641 (38.8%) in 1979-80, 931 (33.9%) in 1980-81, 494 (29.4%) in 1981-82, 1,100 (40.8%) in 1982-83, 373 (13.3%) in 1983-84, and 537 (18.5%) in 1984-85.

TABLE 85-I-3

NUMBERS OF "ON-CLOCK" REFERRED STUDENTS PLACED AND NOT PLACED IN SPECIAL EDUCATION PROGRAMS BY COMMITTEE ON THE HANDICAPPED 1979-80 THROUGH 1984-85

	1979-80*		1980-81		1981-82		1982-83		1983-84		1984-85	
	NO.	PCT.	NO.	PCT.	NO.	PCT.	NO.	PCT.	NO.	PCT.	NO.	PCT.
PLACED	1,010	61.2	1,817	66.1%	1,374	73.6%	1,597	59.2%	2,432	86.7%	2,362	81.5%
NOT PLACED	641	38.8	931	33.9%	494	26.4%	1,100	40.8%	373	13.3%	537	18.5%
TOTAL	1,651	100.0%	2,748	100.0%	1,868	100.0%	2,697	100.0%	2,805	100.0%	2,899	100.0%

Note: "On-clock" referrals include Suspected Handicapped (original) referrals and Internal Reviews (change of placement). Third-Year Reviews are not included.

*Data for 1979-80 includes only Suspected Handicapped, not Internal Reviews.

TABLE 85-I-4

NUMBERS OF STUDENTS PLACED
INTO SPECIAL EDUCATION PROGRAMS
BY COMMITTEE ON THE HANDICAPPED
BY PROGRAM PLACEMENT
1979-80 THROUGH 1984-85

This table shows an analysis of placement decisions for "on-clock" referrals made by the Committee on the Handicapped (COH). These decisions include placement of students into specific Special Education programs, determinations that students were nonhandicapped, and changes of placement (either within Special Education, or return to regular programs).

"On-clock" referrals include Suspected Handicapped and Internal Reviews but not Third-Year Reviews. Because no 1979-80 data was available for Internal Reviews, the "on-clock" analysis for that year includes only Suspected Handicapped.

The total number of "on-clock" placement decisions made was 1,070 in 1979-80, 1,817 in 1980-81, 1,374 in 1981-82, 1,597 in 1982-83, 2,432 in 1983-84, and 2,368 in 1984-85. The most common Special Education placement in each of the six school years was in Speech and Language: 323 in 1979-80, 895 in 1980-81, 560 in 1981-82, 530 in 1982-83, 892 in 1983-84, and 863 in 1984-85. The next most common placements over the six school years were Learning Disabilities, Resource Room and Emotionally Handicapped.

TABLE 85-I-4

NUMBERS OF STUDENTS PLACED
INTO SPECIAL EDUCATION PROGRAMS
BY COMMITTEE ON THE HANDICAPPED
BY PROGRAM PLACEMENT
1979-80 THROUGH 1984-85

PLACEMENT	1979-80*	1980-81	1981-82	1982-83	1983-84	1984-85
SPEECH/LANGUAGE	323	895	560	530	892	863
SEVERELY SPEECH IMPAIRED	NA	NA	NA	NA	NA	6
LEARNING DISABILITIES (CALLED "PERCEPTUALLY HANDICAPPED" THROUGH 1981-82)	192	275	193	287	488	453
EMOTIONALLY HANDICAPPED	142	253	190	204	291	323
RESOURCE ROOM (CALLED "LEARNING DISABILITIES" THROUGH 1981-82)	219	202	257	169	271	324
EDUCABLE MENTALLY RETARDED	108	149	136	157	221	189
HOME TUTORING PROGRAM	NA	NA	NA	128	95	60
OTHER**	16	23	33	35	73	60
TRAINABLE MENTALLY RETARDED	10	20	5	31	36	30
AGENCY	NA	NA	NA	45	56	45
SEVERELY MULTIPLY HANDICAPPED	NA	NA	NA	11	9	15
TOTAL	1,010	1,817	1,374	1,597	2,432	2,368

*Data for 1979-80 includes only Suspected Handicapped, not Internal Reviews.

**"Other" contains Visual, Orthopedic, Health, and Hearing.

207

TABLE 85-I-5

HANDICAPPING CATEGORIES
AS PERCENTAGES OF DISTRICT ENROLLMENT
1981-82 THROUGH 1984-85

This table displays Handicapped student enrollment percentages for the District for the school years 1981-82 through 1984-85. A total for all Handicapped students is shown, as well as a breakdown into five program categories.

The overall percentage of Handicapped students increased from 13.0 percent in 1981-82 to 13.7 percent in 1982-83, 13.9 percent in 1983-84, and 14.9 percent in 1984-85. In each school year the category with the largest percentage of enrollment was Special Class, followed by Related Service Only (mainly Speech Impaired) and Resource Room respectively.

TABLE 85-I-5

HANDICAPPING CATEGORIES AS PERCENTAGES OF DISTRICT ENROLLMENT 1981-82 THROUGH 1984-85

	1981-82	1982-83	1983-84	1984-85
DISTRICT ENROLLMENT	34,563	34,086	33,206	32,830
RESOURCE ROOM	1.9%	2.4%	2.4%	2.4%
SPECIAL CLASS	6.7%	6.8%	7.6%	8.5%
HOME OR HOSPITAL INSTRUCTION	0.4%	0.5%	0.5%	0.2%
PRIVATE AGENCY/BOCES PLACEMENT	0.5%	0.7%	0.8%	0.9%
RELATED SERVICE ONLY (MAINLY SPEECH IMPAIRED)	3.5%	3.3%	2.7%	2.9%
TOTAL HANDICAPPED	13.0%	13.7%	13.9%	14.9%

Source of Data: for District enrollment - New York State "Basic Educational Data System" (BEDS) reports (October); for all other rows - Annual New York State "Pupils with Handicapping Conditions" (PHC-1) report, Part A, supplemented for 1984-85 by data from Department of Special Instructional Services. Excludes three categories of placement: (1) Programs Operated by other School Districts (foster care), (2) State Operated and Supported Schools - Chapter 4201 (institutional), and (3) Certain Other Placements (e.g., developmental and psychiatric centers).

TABLE 85-I-6

HANDICAPPED PUPILS BY HANDICAPPING CONDITIONS
1981-82 THROUGH 1984-85

This table displays the number of District students in various Special Education (Handicapped) programs for 1981-82 through 1984-85. The individual programs are shown under several broad categories, such as Special Class and Resource Room.

In each school year, the greatest number of Handicapped students was in Special Class. Within that broad category, the largest programs each school year were Learning Disabled, Mentally Retarded, and Emotionally Disturbed respectively.

The second and third largest categories each school year were Related Service Only and Resource Room respectively. Related Service Only is composed primarily of Speech Impaired students. Within the Resource Room category, the two largest programs each year were Learning Disabled and Speech Impaired respectively.

TABLE 85-I-6

HANDICAPPED PUBILS BY HANDICAPPING CONDITIONS 1981-82 THROUGH 1984-85

	1981-82	1982-83	1983-84	1984-85
RESOURCE ROOM				
(20 to 49% OF SCHOOL DAY)				
MENTALLY RETARDED	9	22	14	12
EMOTIONALLY DISTURBED	0	75	84	119
SPEECH IMPARIED	103	90	115	140
DEAF	4	5	6	6
HARD OF HEARING	22	18	16	16
VISUALLY IMPAIRED	8	10	8	14
ORTHOPEDICALLY IMPAIRED	14	0	15	13
LEARNING DISABLED	506	605	547	466
SUBTOTAL	666	825	805	786
SPECIAL CLASS				
(50% OR MORE OF SCHOOL DAY)				
MENTALLY RETARDED	773	781	798	868
AUTISTIC	2	0	0	0
EMOTIONALLY DISTURBED	526	424	430	516
SPEECH IMPAIRED	0	0	0	4
DEAF	45	40	33	31
HARD OF HEARING	5	10	15	15
VISUALLY IMPAIRED	5	0	0	0
ORTHOPEDICALLY IMPAIRED	55	59	23	27
MULTIPY HANDICAPPED	26	30	27	29
LEARNING DISABLED	862	973	1,188	1,302
SUBTOTAL	2,299	2,317	2,514	2,792
RELATED SERVICE ONLY				
(2 PERIODS PER WEEK)				
SPEECH IMPAIRED	1,209	1,130	861	840
EMOTIONALLY DISTURBED	0	6	3	48
ALL OTHERS	1	3	19	56
SUBTOTAL	1,210	1,139	883	944
HOME OR HOSPITAL INSTRUCTION				
MENTALLY RETARDED	8	14	18	9
EMOTIONALLY DISTURBED	69	113	107	45
SPEECH IMPAIRED	0	7	0	0
DEAF	0	0	0	1
ORTHOPEDICALLY IMPAIRED	6	3	1	1
OTHER HEALTH IMPAIRED	18	0	0	2
MULTIPLY HANDICAPPED	0	1	1	2
LEARNING DISABLED	20	24	24	4
SUBTOTAL	121	162	151	64
PRIVATE AGENCY/BOCES PLACEMENT				
MENTALLY RETARDED	61	64	24	27
AUTISTIC	0	0	1	3
EMOTIONALLY DISTURBED	125	167	196	214
MULTIPLY HANDICAPPED	0	0	50	54
SUBTOTAL	186	231	271	298
TOTAL	4,482	4,674	4,624	4,884

Source of Data: annual New York State "Pupils with Handicapping Conditions" (PHC-1) report, Part A, supplemented for 1984-85 by data from department of Special Instructional Services. Excludes three categories of placements: (1) Programs Operated by other School Districts (foster care), (2) State Operated and Supported Schools - Chapter 4201 (institutional), and (3) Certain Other Placements (e.g., developmental and psychiatric centers).

TABLE 85-I-7

NUMBERS OF SPECIAL EDUCATION STUDENTS RECEIVING SPEECH/LANGUAGE PRIMARY HANDICAP COMPARED TO RELATED SERVICES 1980-81 THROUGH 1984-85

This table shows the numbers of Special Education students enrolled in various types of Speech/Language programs at a given point in the school year (December 1st) for a five school year period. The table distinguishes between speech/language problems as a primary handicapping condition and as subordinate (related service) to another handicap. The level of frequency of service is also indicated.

The total number of students in these Speech/Language programs increased each school year, from 1,676 in 1980-81 to 2,222 in 1984-85. Each school year until 1984-85, the largest numbers have been in the category of "Speech/Language as a Primary Handicapping Condition" (2 to 4 times per week), followed by the category of "Speech/Language as a Related Service to Special Education" (2 to 4 times per week). In 1984-85, these two categories reversed their rankings.

It should be noted that during this period (1980-81 to 1984-85) the total number of students in programs of "Speech/Language as a Primary Handicapping Condition" declined by 3.2 percent, while the total number of those in programs of "Speech/Language as a Related Service to Special Education" increased by 87.9 percent.

TABLE 85-I-7

NUMBERS OF SPECIAL EDUCATION STUDENTS RECEIVING SPEECH/LANGUAGE PRIMARY HANDICAP COMPARED TO RELATED SERVICES 1980-81 THROUGH 1984-85

	1980-81	1981-82	1982-83	1983-84	1984-85
SPEECH/LANGUAGE AS A PRIMARY HANDICAPPING CONDITION (5 TIMES PER WEEK)	99	79	70	115	144
SPEECH/LANGUAGE AS A PRIMARY HANDICAPPING CONDITION (2 TO 4 TIMES PER WEEK)	918	987	930	861	840
SPEECH/LANGUAGE AS A RELATED SERVICE TO SPECIAL EDUCATION (5 TIMES PER WEEK)	189	225	260	330	320
SPEECH/LANGUAGE AS A RELATED SERVICE TO SPECIAL EDUCATION (2 TO 4 TIMES PER WEEK)	470	553	639	784	918
TOTAL	1,676	1,844	1,899	2,090	2,222

Source of Data: New York State "Pupils with Handicapping Conditions" (PHC-1) Report (December 1st of each school year), and City School District Department of Pupil Personnel Services.

TABLE 85-I-8

ETHNIC ENROLLMENT IN CERTAIN SPECIAL EDUCATION PROGRAMS
COMPARED TO DISTRICT ETHNIC ENROLLMENT
1985-86

This table shows, for the 1985-86 school year, the ethnic percentages of students in two major components of Special Education: the Resource Room program, and the Special Class (self-contained) program. The ethnic percentages of the District's total enrollment are also presented for purposes of comparison. In addition, total minority (nonwhite) percentages are shown.

Minorities comprise 67.3 percent of District enrollment, 67.4 percent of Resource enrollment, and 70.2 percent of Special Class enrollment.

Caucasians comprise 32.7 percent of District enrollment, but make up only 29.7 percent of Special Class enrollment. Blacks, who comprise 52.3 percent of District enrollment, account for 57.6 percent of Special Class enrollment.

TABLE 85-I-8

ETHNIC ENROLLMENT IN CERTAIN SPECIAL EDUCATION PROGRAMS COMPARED TO DISTRICT ETHNIC ENROLLMENT 1985-86

	CAUCASIAN		BLACK		SPANISH SURNAME		OTHER[1]		UNKNOWN[2]		MINORITY[3]	
	NO.	PCT.	NO.	PCT.	NO.	PCT.	NO.	PCT.	NO.	PCT.	NO.	PCT.
RESOURCE PROGRAM SPECIAL EDUCATION (N = 615)	200	32.5	335	54.5	72	11.7	7	1.1	1	0.1	414	67.4
SPECIAL CLASS (SELF CONTAINED) SPECIAL EDUCATION (N = 2,942)	874	29.7	1,695	57.6	338	11.5	23	0.8	12	0.4	2,056	70.2
TOTAL DISTRICT[4] (N = 32,348)	10,562	32.7	16,915	52.3	3,936	12.2	875	2.7	60	0.2	21,726	67.3

[1]Includes American Indian or Alaskan Native, East Indian, and Asian or Pacific Islander.

[2]Students whose ethnic category is unknown are not counted in determining the percent minority.

[3]Includes Black, Spanish Surname and Other, but not Unknown.

[4]Small differences from the offical District enrollment figures are attributable to incomplete or inaccurate entries on the central District computer files; these were hand-corrected for the offical (BEDS) enrollment report but could not be hand-corrected for this analysis.

Alternative Programs

SECTION J

ALTERNATIVE PROGRAMS

This section presents information, some historical, on enrollment, student characteristics, and mobility in the District's Alternative Programs.

TABLE 85-J-1

ALTERNATIVE PROGRAMS
OCTOBER ENROLLMENT AND ETHNICITY
1982-83 THROUGH 1985-86

This table shows the numbers of District pupils enrolled in Alternative Programs in each of the four school years from 1982-83 through 1985-86. As the table indicates, the organization of the Alternative Programs was changed during the summer of 1985. The number and percentage of minority students is shown for both the individual programs and the Alternative Programs subtotal. Total District enrollment for each school year is shown at the bottom of the table, along with the percentage of enrollment which Alternative Programs represented each year. It should be noted that these enrollment numbers are based on a one day "snapshot" view of the programs, and do not reflect the cumulative numbers of students who are involved in these programs in the course of the school year.

Enrollment in alternative programs increased from 640 in 1981-82 to 722 in 1985-86. The largest of the individual programs in 1985-86 is Center Senior High School, with 362 students enrolled. Overall percentages minority for the Alternative Programs have been near 80 percent in all four school years. The percentage of total District enrollment represented by Alternative Programs has been approximately 2 percent during the four years.

TABLE 85-J-1

ALTERNATIVE PROGRAMS
OCTOBER ENROLLMENT AND ETHNICITY
1982-83 THROUGH 1985-86

PROGRAM	1982-83			1983-84			1984-85			PROGRAM	1985-86		
	Num. Enr.	Num. Min.	Pct. Min.	Num. Enr.	Num. Min.	Pct. Min.	Num. Enr.	Num. Min.	Pct. Min.		Num. Enr.	Num. Min.	Pct. Min.
W.E.B. DuBOIS	142	142	100.0	137	136	99.3	104	104	100.0	CENTER SENIOR HIGH SCHOOL	362	325	90.1
OYA	82	65	79.3	109	87	79.8	110	92	83.6	CENTER JUNIOR HIGH SCHOOL	178	144	80.9
WORLD OF WORK	119	96	80.7	119	84	70.6	134	105	78.4	SPECIAL PLACEMENT CENTER	11	11	100.0
YOUNG MOTHERS	52	49	94.2	60	53	88.3	49	41	83.7	WORLD OF WORK PROGRAM	5	4	80.0
H/H TUTORS	245*	151*	61.6*	121	70	57.9	69	42	60.9	YOUNG MOTHERS PROGRAM	63	54	85.7
GROUP TUTORS	*	*	*	181	148	80.7	212	177	83.5	SECONDARY H/H TUTORING	86	52	60.5
										ELEMENTARY H/H TUTORING	17	13	76.5
ALT. SUBTOTAL	640	503	78.6	727	576	79.2	678	561	82.7	ALT. SUBTOTAL	722	118	16.3
DISTRICT	Dist. Alt.	Alt. Subt.	Pct. Alt.	Dist. Tot.	Alt. Subt.	Pct. Alt.	Dist. Tot.	Alt. Subt.	Pct. Alt.	DISTRICT	Dist. Tot.	Alt. Subt.	Pct. Alt.
TOTALS	34,086	640	1.9	33,206	576	2.2	32,830	678	2.1	TOTALS	32,348	722	2.2

*Tutoring program enrollments were combined in 1982-83.

From 1982-83 through 1984-85, the Alternative Programs included W.E.B. DuBois Academy, Operation Young Adults, World of Work Program, Young Mothers Program, Home/Hospital Tutoring and Group Tutoring Program. The organization of the Alternative Programs was changed during the summer of 1985. For 1985-86, the Alternative Programs include Center Senior High School, Center Junior High School, Special Placement Center, World of Work Program, Young Mothers Program, Secondary Home/Hospital Tutoring and Elementary Home/Hospital Tutoring. They do not include Edison, School Without Walls, Nathaniel Rochester Community School, World of Inquiry School, or magnet schools and magnet components in general.

TABLE 85-J-2

ALTERNATIVE PROGRAMS
ENROLLMENT AND PERCENTAGE HANDICAPPED
1985-86

This table shows the numbers of students enrolled in the District's various Alternative Programs at a given point in time (specific day) in October of the 1985-86 school year. It does not reflect the cumulative numbers of students who pass through these programs in the course of the school year. Also shown are the percentages of Handicapped pupils in these Alternative Programs.

There were 722 students in Alternative Programs on the October day used for the count. The largest numbers were at Center Senior High School (362), and Center Junior High School (178). Of the total 722 students, 22.8 percent were also Handicapped. Of the four programs with October enrollment of more than 20 students, Secondary Home/Hospital Tutoring had the highest percentage Handicapped (73.3%).

TABLE 85-J-2

ALTERNATIVE PROGRAMS
ENROLLMENT AND PERCENTAGE HANDICAPPED
1985-86

PROGRAM	OCTOBER ENROLLMENT	NUMBER HANDICAPPED	PERCENT HANDICAPPED
CENTER SENIOR HIGH SCHOOL*	362	50	13.9%
CENTER JUNIOR HIGH SCHOOL*	178	17	20.0%
SPECIAL PLACEMENT CENTER	11	9	81.8%
WORLD OF WORK PROGRAM	5	4	80.0%
YOUNG MOTHERS PROGRAM*	63	2	3.2%
SECONDARY HOME/HOSPITAL TUTORING	86	63	73.3%
ELEMENTARY HOME/HOSPITAL TUTORING	17	10	58.8%
TOTAL*	722	155	22.8%

Handicapped figures exclude Speech Handicapped.

*Three programs (and the total) include a number of students with no placement code (3 at Center Senior High School, 38 at Center Junior High School, 1 in the Young Mothers Program, 42 total); these are excluded from the calculation of the number and percent Handicapped.

Source of data: District's central student computer file used for BEDS report. Certain hand corrections made for the official BEDS data are not on the computer file and therefore are not reflected in this analysis.

TABLE 85-J-3

NUMBER OF PUPILS PROCESSED
IN CERTAIN CATEGORIES
BY DEPARTMENT OF STUDENT EQUITY AND PLACEMENT
1982-83, 1983-84, 1984-85

This table displays numbers of students for whom program placements in certain categories were determined by the Department of Student Equity and Placement during the school years 1982-83 through 1984-85. Students who were placed in these programs temporarily are included, although their attendance continued to be kept in their home school registers.

During 1982-83 a subtotal of 1,713 students were processed by the Department of Student Equity and Placement. The largest numbers were assigned to Home/Hospital Tutoring (596) and Group Tutoring (353). The subtotal increased in 1983-84 to 2,307, and remained at 2,306 in 1984-85. The largest numbers continued to be assigned to Home/Hospital Tutoring (604 and 667) and Group Tutoring (466 and 487). The number of students assigned to the Shelter increased, and approached the number assigned to Group Tutoring in 1983-84 and 1984-85.

TABLE 85-J-3

NUMBER OF PUPILS PROCESSED IN CERTAIN CATEGORIES BY DEPARTMENT OF STUDENT EQUITY AND PLACEMENT 1982-83, 1983-84, 1984-85

CATEGORY[1]	1982-83	1983-84	1984-85
HOME/HOSPITAL TUTORING	596	604	667
GROUP TUTORING	353	466	487
TEMPORARY TUTORING CENTER[2]	236	335	350
SHELTER (SECURE DETENTION)[3]	294	438	432
NORTHAVEN (NON-SECURE DETENTION)	176	392	309
HILLSIDE (EMERGENCY PLACEMENT)	58	72	61
SUBTOTAL[4]	1,713	2,307	2,306

[1] Numbers are based on counts which are unduplicated within categories but duplicated between categories. In other words, if a student was referred twice to Group Tutoring in the same school year, he/she would be counted only once (unduplicated); if a student was referred once to Group Tutoring and once to the Shelter in the same school year, he/she would be counted twice (duplicated). All counts were started over each school year.

[2] Nonhandicapped students incurring long-term suspensions are assigned either to the Temporary Tutoring Center or to temporary home instruction.

[3] These are all District students; non-District students assigned to the Shelter are not counted here.

[4] The categories here represent only a portion of the placements handled by Student Equity and Placement. Placements such as Open Enrollment, Special Education, ESOL, Suburban/Urban, Magnet Schools and new entrants without records are not shown here. This figure includes some students reported in Table 85-J-1, and also reports those students who were placed temporarily and whose attendance was maintained on their home school registers.

TABLE 85-J-4

ALTERNATIVE PROGRAMS
PUPIL MOBILITY BY ATTENDANCE PERIODS 2-8
1984-85

This table shows enrollment in the various District Alternative Programs in October 1984 (end of Attendance Period 1), along with the numbers of losses and entrants in each program for the seven subsequent 1984-85 attendance periods. Totals for all programs are shown, as well as totals by each attendance period.

In October 1984 there were 678 students enrolled in these programs. In addition, there were 812 student entrants and 461 student losses in Alternative Programs during the remainder of the school year.

TABLE 85-J-4

ALTERNATIVE PROGRAMS
PUPIL MOBILITY BY ATTENDANCE PERIODS 2-8
1984-85

PROGRAM	ENROLL-MENT END OF PER. 1	LOSSES AND ENTRANTS							
			PERIOD						PER. 2-8 TOTALS
			2	3	4	5	6	7/8	
OYA	110	LOSSES	6	7	6	8	8	3	38
		ENTRANTS	12	17	15	29	25	3	101
W.E.B. DuBOIS	104	LOSSES	12	11	8	16	7	1	55
		ENTRANTS	14	10	4	16	7	0	51
WORLD OF WORK	134	LOSSES	34	14	21	29	26	0	124
		ENTRANTS	26	22	27	26	21	6	128
HOME/HOSPITAL TUTORING	69	LOSSES	7	8	23	13	13	15	79
		ENTRANTS	38	45	39	35	36	71	264
YOUNG MOTHERS	49	LOSSES	7	8	5	9	6	1	36
		ENTRANTS	1	42	0	38	7	0	88
GROUP TUTORING	212	LOSSES	20	31	36	24	13	5	129
		ENTRANTS	20	36	21	44	32	27	180
TOTAL ALL PROGRAMS	678	LOSSES	86	79	99	99	73	25	461
		ENTRANTS	111	172	106	188	128	107	812